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ABSTRACT

Secondary level units, written in outline form, present the historical influence and significance of blacks in American history. Information is arranged into two major parts: Part one offers a chronological approach to black history; Part two presents a topical approach. Part one includes 14 units. Units I, II, and III discuss a rationale for a course in Afro-American history, African backgrounds, and the slave trade. Unit IV focuses on slavery in colonial America and black participation in the American Revolution. Units V through VIII trace the role of the black through Reconstruction. Topics include the slavery system, slave revolts and insurrections, the Abolition Movement, and the Civil War. Unit IX discusses the role of the Negro in western expansion and industrial growth. Unit X traces the rise of Jim Crowism, the Booker T. Washington philosophy, and opposition to that philosophy by W.E.B. DuBois. Units XI through XIV concern the black in the 20th century. Topics deal with the black renaissance of the twenties, the depression years, the New Deal, blacks in World War II, the contemporary black revolution, and the 1970s. Part two presents ten topical units which include Life Under Slavery, Negro Participation in American Wars, Reconstruction and Segregation, The Negro's Quest for Freedom, The Negro's Role in the Growth and Expansion of American Society, Development of Black Awareness, and the Report of the National Advisory Commission on Civil Disorders. Student activities are included with each unit. Objectives and a list of relevant textbooks are provided. (KC)

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Course of Study

AFRO-AMERICAN HISTORY

Grades 11 and 12

(Revised)

SP 012 199

DIVISION OF EDUCATIONAL PROGRAM DEVELOPMENT

THE BOARD OF PUBLIC EDUCATION

Jerry C. Olson, Superintendent

PITTSBURGH, PENNSYLVANIA

June, 1977

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PREFACE

This publication is a part of the evolving design for teaching and learning that the professional staff of the Pittsburgh Public Schools is creating.

The curriculum is the central skeleton upon which the teacher builds the planning for learning. It gives constancy and structure to the educational process, never inhibiting or containing the freedom of the teacher, but rather encouraging him to teach creatively and innovatively within its framework.

Curriculum development in a good school system never stops. As our society changes, and as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond. It is in this spirit that this document has been thoughtfully and conscientiously developed by our colleagues, for the good of all children and teachers in Pittsburgh. It represents the legal authority of the people through the Board of Education, in declaring what children should learn, and it represents the best judgment of our faculty in declaring the processes through which these ends are achieved.

But no curriculum guide, no matter how close to perfection it may aspire, is of any value until it is wholly possessed by all the teachers who come within its scope. Accordingly, I commend this guide to all teachers concerned, and ask that you make it a product of your own individual commitment, and contribute to its continued improvement over the years.

Superintendent of Schools

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FOREWORD

In reality, the black man has been a significant participant in history. Moreover, it is a fact that the history of America, both North and South, is closely integrated with the history of the Afro-American. In the development of the United States, in particular, the Afro-American was and is an important factor in politics, economics, war, expansion, and social development.

It is unquestionable that the Afro-American has, and is, making worthwhile contributions to all phases of American life. Equally unquestionable is the fact that these contributions were and are made by Americans to American life rather than as Afro-Americans to Afro-American life. In the light of past omissions, distortions, and neglect, there is a need for a course such as this to remedy such shortcomings and to provide the base for a projected integration into the mainstream of United States history.

This course is designed for those students who wish more specialized information on the historical influence and significance of Afro-Americans in our nation's history. The course is written in outline form, but every effort was made to make it as informative as possible. For this purpose, both chronological and topical outlines are included. The chronological outline places historical events in the natural sequence of their occurrence. For the teacher who prefers the topical approach, the course is outlined for a systematic treatment of major themes. This provides a continuity that facilitates learning in a manner different from that suggested in the chronological approach.

No history course, however specialized, includes all the available information. It is hoped that teachers will consult the many authoritative studies and monographs now available on Afro-American history for more specialized information on topics they feel should be covered more thoroughly. Most of these specialized sources can be found in the school libraries, which should be used regularly by students for development of research skills. (The teacher's attention is called to Curriculum Bulletin, Volume II, Number 6, November, 1967, for an extensive list of books about Afro-Americans in the school libraries; *The Resource Supplement for United States History, Grade 8,* The Board of Public Education, 1967).

It is suggested that no student be allowed to enroll in this specialized course in Afro-American history until he has had sufficient background in the history of the United States and in World Cultures.

GOALS

The goals of the Afro-American History course are:

- to develop an understanding of African heritage and of the contribution black people have made to America.
- to foster an awareness that one of the critical social issues facing America today is relations between blacks and whites.
- to point out the black American's rich heritage and individuality which has long been denied.
- to foster and improve understanding between the white and black communities.

GENERAL OBJECTIVES

- Without the aid of references, the students will be able to write an essay describing several significant contributions made by Negroes to history since the beginning of civilization.

- Given contributions made to various phases of American life, the students will be able to identify those made by Afro-Americans.

- Using references of their own choice, the students will be able to document at least eight contributions of the Afro-American to American society.

- The students will be able to identify several hardships which plagued the Negro and explain why each existed and how the Afro-American responded.

- The students will be able to write papers demonstrating that they recognize the Afro-American's role in American history in the framework of American growth and problems. They may use all references noted during the course, as well as class notes.

- Without the aid of references the students will be able to cite specific evidence that most Afro-Americans never willingly accepted slavery and second class citizenship, but used whatever practical means available to achieve the promise of America.

- The students will be able to evaluate the following generalization: When a group of people is asked to give up its distinctive cultural features in order to merge into another group, this is a denial of the equal value of that culture.

- Given the following statement the students will be able to prove or refute it: The civil and human rights struggle is a reform movement aimed at the democratization of American life and the completing of America's promise of freedom to all.

- Given excerpts from the 1968 report on the findings of the President's National Advisory Commission on Civil Disorders, the students will be able to answer the following questions:

  a. What happened?
  b. Why did it happen?
  c. What can be done?
  d. What were at least four of the commission's major conclusions?

- Given outline maps of the world, Africa, and the United States, the students will be able to locate and identify the following:

  World Map

  a. major continents
  b. major bodies of water
  c. equator

African Map

a. major rivers
b. Atlas Mountains
c. major climate regions
d. Ghana, Mali, Songhai

United States

a. thirteen original colonies
b. territorial acquisitions of the United States
c. Union states and Confederate states

- Given a list of fact and opinion statements dealing with Afro-American history, the students will be able to distinguish between the two.

- Given a list of historical events, the students will be able to place the events in the sequence in which they occurred.

- Given several cartoons concerning some aspect of Afro-American life and history, the students will be able to identify the character(s) or situation(s) involved in each cartoon and the time period in which it occurred, and explain each cartoon.

- Given appropriate charts, graphs, and tables, the students will be able to interpret the materials by answering the following questions:

  a. On what basis was each prepared?
  b. Can comparisons concerning size and quantities be made? If so, identify them.
  c. Can inferences based on the data given be drawn? If so, specify.

- Given a listing of geographical areas, the student will be able to indicate the political and economic significance of the area as it relates to the settlement of Afro-Americans.

- The student will be able to describe the impact made by the institution of slavery upon the developing American Economy.

INSTRUCTIONAL MATERIALS

Texts

Bennett, Lerone, Jr. *Before the Mayflower: A History of the Negro in America 1619-1966.* Third edition. Chicago: Johnson Publishing Company, Inc., 1966.
(Teachers should keep one class set for reference.)

DaSilva, Benjamin, and others. *The Afro-American in United States History.* New York: Globe Book Company, 1969.
(Available where appropriate upon request.)

Ducas, George, editor. *Black Dialogues, Topics in Afro-American History.* New York: Encyclopedia Britannica Educational Corp., 1970.
(five copies per teacher, available where appropriate upon request.)

Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans.* Third edition. New York: Alfred A. Knopf, 1967.
(five copies per teacher, available where appropriate upon request.)

Hodges, Norman E. W. *Breaking the Chains of Bondage: Black History from its Origins in Africa to the Present.* New York: Simon and Schuster, 1972.
(one copy per pupil) (Hereafter referred to as *Bondage.*)

Katz, William L. *Eyewitness: The Negro in American History.* Third edition. New York: Pitman Publishing Corp., 1974.
(forty copies per teacher) (Hereafter referred to as *Eyewitness.*)

*Library References**

Quarles, Benjamin. *The Negro in the Making of America.* New York: The Macmillan Company, 1964.

Van Sertima, Ivan. *They Came Before Columbus: The African Presence in Ancient America.* New York: Random House, 1977.

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*Teachers should encourage students to become familiar with and use the wide variety of instructional materials available in the school library. A comprehensive *Bibliography* is found on pp. 194-195.

NOTES TO THE TEACHER

- Most students need an orderly approach to history to make it understandable and meaningful. In the chronological outline, historical events are placed in sequence. In the topical approach, every effort has been made to keep information and events chronological within each topic.

- Overviews are included for both the chronological and topical outlines. Each suggested lesson in the overviews represents one day's work. The suggested in class readings in the topical outline overview also represent one day's work. Time has been allotted for activities such as tests, oral reports, movies, and speakers.

- There is some overlapping of topics and information in the various units, especially those of the topical outline. It should be noted that the chronological and topical outlines complement each other. Individual teachers might want to cross reference these two outlines.

- Lessons should be presented in an objective manner as is possible. The importance of historical methods and their uses should be stressed throughout the course. Students should be made aware of the concept that there are often many viewpoints on a given question or topic.

- Students should be encouraged and allowed to reach conclusions for themselves. It is advisable to have primary sources available for student use.

- Teachers should maintain their awareness of contemporary events that touch on topics under discussion. Care should be taken, however, to prevent complete sidetracking.

- When resource persons are invited into the classroom, background and biographical materials should be secured. Every attempt should be made to enable students to hear various viewpoints on a given topic. Invitations to speakers must be extended in accordance with Board of Public Education rules, Chapter IV, Section 475 (see page ix).

- Teachers must make provisions to obtain maps (Africa and the United States) and develop charts for use in this course.

- Some excellent sources for visual aids are:

  The Association for the Study of Negro Life and History
  1401-07 Fourteenth Street NW
  Washington, D.C. 20005

  The Associated Publishers
  1401-07 Fourteenth Street NW
  Washington, D.C. 20005

- As a class project, students and the teacher might compile a scrapbook concerning the various topics. The scrapbook could be divided according to the unit divisions of this course of study.

- Since maps containing certain information about Africa are sometimes difficult to obtain, a few are included in this course of study. Maps concerning U.S. History are available in the schools.

- Teachers should read the entire course of study before beginning to teach in order to insure optimum use of the suggested activities and evaluations.

PART I

CHRONOLOGICAL APPROACH

OVERVIEW

Chronological Approach

Units	Focal Points	Lessons*
I	Why Afro-American History? All Races and Peoples Have Made Contributions to Civilization There Is a Need for a Course in Afro-American History References: *Bondage*, pages i-vi	3
II	African Backgrounds African Geography, Peoples, and Civilization Development of Society, Government, and Economy The Afro-American's African Heritage References *Bondage*, pages 1-24 *Eyewitness*, pages 3-7 Franklin, pages 3-41	8
III	The Slave Trade The Early History of Slavery The Processing of African Slaves The Slave Trade in Latin America References: *Bondage*, pages 24-28, 37-40, 42-51 *Eyewitness*, pages 6-11, 13-16, 32-33 *Before the Mayflower*, pages 38-47 Franklin, pages 42-75, 175-184	8
IV	The Role of the Negro in the Struggle for Independence Slavery in Colonial America Background to the American Revolution Black Participation in the Revolution Some Consequences of the Revolution References: *Bondage*, pages 41-42, 62-64, 67, 85-86, 88-97, 136-137 *Eyewitness*, pages 20-31, 44-54 Franklin, 85-101	6

*143 lessons are included in this course.

Units	Focal Points	Lessons
V	The Slavery System	10
	Slavery in the English Colonies Nature and Effects of Slavery in the United States	
	References: *Bondage*, pages 62-81, 107-124 *Eyewitness*, pages 106-111, 114-115 Franklin, pages 138-155	
VI	Slave Revolts and Insurrections	6
	The Haitian Revolution Negro Resistance to Slavery	
	References: *Bondage*, pages 51-53, 81-85, 125-128 *Eyewitness*, pages 49, 104-105 *Before the Mayflower*, pages 96-110, 113-126 Franklin, pages 79-80, 155-163	
VII	Free Blacks before the Civil War and the Abolition Movement	12
	Quasi-Free Blacks in the North and South The Early Abolitionist Impulse Abolitionists after the American Revolution The Underground Railroad Slavery Attacked and Defended	
	References: *Bondage*, pages 81-82, 87-88, 129-136, 138-154 *Eyewitness*, pages 95-96, 100, 138-144, 162-167 *Before the Mayflower*, pages 72, 141-148 Franklin, pages 164-213	
VIII	The Civil War and Reconstruction	18
	Background to the Civil War An Analysis of Abraham Lincoln The Participation of the Negro in the Civil War The Problems of Reconstruction Black Participation in Reconstruction The Failure of Reconstruction	
	References: *Bondage*, pages 155-161, 169-217 Franklin, pages 214-276	

Units	Focal Points	Lessons
IX	The Role of the Negro in Western Expansion and Industrial Growth	6
	Negroes Who Participated in the Settlement of the West Black Inventors Aid Industrial Growth Negroes in the Labor Movement Blacks and the Populists	
	References: *Bondage*, pages 247-251, 237-241 *Eyewitness*, pages 67, 71, 288-298, 309-313 Franklin, pages 120-123, 290-296	
X	Jim Crow-Enforced Segregation and the Booker T. Washington-W.E.B. DuBois Controversy	9
	The Rise of Jim Crowism The Booker T. Washington Philosophy The Washington Philosophy is Opposed	
	References: *Bondage*, pages 225-286 *Before the Mayflower*, pages 274-277 Franklin, pages 264-276, 284-290	
XI	The Negro Enters the Twentieth Century	14
	Racial Violence Intensifies Early Twentieth Century Protest Becomes More Demanding The Role of Blacks in World War I The Marcus Garvey Movement Black Renaissance of the Twenties	
	References: *Bondage*, pages 265-266, 275-286, 288-326 Franklin, pages 296-367, 372-393	
XII	From Depression to Civil Rights	8
	The Depression Years- "Last Hired, First Fired" The New Deal Helps Some Blacks Blacks in World War II Segregation Under Attack	
	References: *Bondage*, pages 335-359 Franklin, pages 394-424, 434-462	

Units	Focal Points	Lessons
XIII	The Contemporary Black Revolution	23
	Two Levels of Black Society The Second Black Renaissance Consequences of the Brown vs. Board of Education Decision The Fight to End Segregation Black Nationalists The Civil Rights Movement	
	References: *Bondage*, pages 367-379, 387-427 Franklin, pages 463-511	
XIV	The 1970's: Uncertain Future	12
	The Rise and Fall of Malcolm X Black Power and White Backlash The Black Panther Party Organizations and Their Changing Positions	
	References: *Bondage*, pages 435-468	

OVERVIEW

Topical Approach

FIRST SEMESTER

Units	Focal Points	Lessons	In-Class Readings
I	Why Afro-American History? All Races and Peoples Have Made Contributions to Civilization There Is a Need for Afro-American History	3	1 day
II	African Backgrounds African Geography, Peoples and Civilizations; Development of Society, Government, and Economy The Afro-American's African Heritage References: *Bondage*, pages 3-28 Franklin, pages 3-41 Katz, pages 3-19	14	4 days
III	The African Slave Trade The Early History of Slavery The Slave Trade in Latin America The Slave Trade in the English Colonies References: Bennett, pages 29-41 Franklin, pages 42-70 Katz, pages 3-19	12	3 days
IV	Life Under Slavery Latin American Slavery Slavery in the North and South Slave Life on a Plantation References: Bennett, pages 29-127 Franklin, pages 71-242 Katz, pages 20-42, 92-134	14	4 days

Units	Focal Points	Lessons	In-Class Readings
V	Negro Participation in American Wars Early Wars Civil War United States Wars in the Twentieth Century References: Bennett, pages 48-69, 160-182, 274-326 Franklin, pages 126-144, 166-184, 271-296, 413-432, 452-476, 573-622 Katz, pages 44-91, 188-239, 369-394, 447-473	14	4 days
VI	Reconstruction and Segregation Government Efforts to Solve Problems of the Negro in Reconstruction Accomplishments and Failures of Reconstruction Governments Reactions of Southern Whites to Reconstruction, "Jim Crowism" References: Bennett, pages 183-241 Franklin, pages 297-381 Katz, pages 240-381	12	3 days
	SECOND SEMESTER		
VII	The Negro's Quest for Freedom Plight of the Free Negro in the North and South (1780-1860) Struggle for Freedom During the Abolition Period The Freedom Fight Since the Civil War References: Bennett, Chapter 2 throughout the text Franklin, Chapter 4 throughout the text Katz, throughout the text	14	4 days

Units	Focal Points	Lessons	In-Class Readings
VIII	The Negro's Role in the Growth and Expansion of American Society Contributions of Negroes, Free and Slave, Before the Civil War The Negro Role on the Frontier and in the Cities Contributions of Negroes to Twentieth Century American Society References: Bennett, Chapter 2 throughout the text Franklin, Chapter 4 throughout the text Katz, throughout the text	20	6 days
IX	Development of Black Awareness Early Intensification and Black Consciousness Negro Protest Movements over Race Riots and Racism Black Protest Against Economic Plight in the Twentieth Century Concepts of Black Nationalism and Black Power References: Bennett, pages 96-219, 274-372, 608-652 Franklin, pages 185-270, 297-323, 382-412, 433-452, 477-572 Katz, pages 20-43, 92-187, 240-307, 337-421, 447-514	14	4 days
X	Report of National Advisory Commission on Civil Disorders Formation of Commission Methods Used by Commission Suggested Solutions Conclusions of the Commission References: *Report of National Advisory Commission on Civil Disorders**	12	4 days

*Available in all school libraries.

UNIT I: WHY AFRO-AMERICAN HISTORY?

Objectives:

The students will be able to:

- discuss and support the fact that all races and peoples have made contributions to civilization.
- list at least four contributions that Africa and Africans have made to civilization.
- list three significant contributions Afro-Americans have made to American life and history.
- explain at least one way racism has affected the lives of black Americans in each of the following areas:
  a. economic institutions
  b. the judicial sphere
  c. the political realm
  d. education
- write a paragraph listing and explaining at least three reasons for a course in Afro-American history.

Outline:

A. All races and peoples have made contributions to civilization.

1. All races and peoples have advanced civilization.
2. Whites have tended to set forth their own special virtues and contributions.
3. Whites have tended to disregard, omit, and distort the contributions of black people.
4. Whites have looked upon blacks as being backward and dependent on others.

B. Africans have made many important contributions to civilization.

1. Africans in ancient times, prior to the slave trade, produced societies as complex as nations and people of early Mediterranean regions.
2. African cultural influences in world history:
   a. trial by jury
   b. music by stringed instruments
   c. use of iron and metal

d. domestication of the sheep, goat, and cow
e. the creation of a literature, oral and written
f. an art emphasis which compares favorably with contributions of other peoples

C. Is there such a thing as Afro-American history?

1. Few events of great importance have transpired in the United States without the participation of the Negro, directly or indirectly.

2. The Negro was and is a factor in the politics, economics, war, expansion, and social development of the American states.

D. There is a need for Afro-American history.

1. There is a need to combat racism.

a. Negroes rarely have been mentioned in histories.
b. Positive contributions of Negroes have usually been omitted.
c. Negroes have often been ridiculed and condemned.
d. Racism has appeared in economic institutions.
    1. Whites placed Negroes in slavery.
    2. Whites barred Afro-Americans from better occupations.
    3. Whites caused Negroes to be "hired last and fired first."
e. Racism has appeared in the judicial sphere.
    1. Whites subverted due process of law and justice where the Afro-American was concerned.
    2. Whites were responsible for damaging the foundations of mutuality on which American society is premised.
f. Racism has appeared in the political realm.
    1. Blacks have been manipulated and controlled by the white political-economic establishment.
    2. The power of blacks in government has been limited.
g. Racism has appeared in education.
    1. The Afro-American has been treated as an "invisible man" in textbooks.
    2. Positive contributions of the Negro have been ignored.
    3. American history has been distorted and filled with untruths or half-truths where the Afro-American is concerned.

2. A rationale for a course in Afro-American history is:

a. No other group ever experienced the institution of chattel slavery in America.
b. Few groups in America ever experienced a comprehensive system of racial segregation and discrimination.
c. Efforts should be made to provide all people with the history of a culture other than their own.
d. Attempts should be made to provide a truer and more fully dimensional picture of American history.

1. There is a need to correct past omissions, distortions, myths, and stereotypes which have led to a denial of justice.
2. There is a need to recognize the significant contributions and positive role the Afro-American has played in American life and history.

e. A correct portrayal of the Afro-American's part in history must be made available.

f. The major historical truths about the Afro-American in Africa and America must be explained.

References:

. *Bondage*, pages i-vi.

Suggested Activities:

1. Have the class discuss and evaluate the following statement: All races and people have made contributions to civilization.

2. List on the chalkboard some of the important African cultural influences in world history. As much of this information as possible should be acquired from the students.

3. The class should respond to this question: Is there such a thing as Afro-American History?

4. Ask a volunteer to read the article, "Black History--As Schools Teach It" in *U.S. News and World Report*, November 4, 1968, pages 68-71, and report on how schools are now teaching Black History.

5. Select a panel to discuss whether the school curriculum should include the teaching of Afro-American History for whites as well as blacks.

6. Allow the class to set up a bulletin board entitled "Search for a Black Past." Materials for this history of the American Negro can be found in four issues of *Life*, November 22 and 29, and December 6 and 13, 1968, as well as in many issues of *Ebony*.

7. Make a chart entitled "The Need to Combat White Racism." Divide the chart into four columns and head each as follows:

    1. Racism in Economic Institutions
    2. Racism in the Judicial Sphere
    3. Racism in the Political Realm
    4. Racism in Education

    The students should list in each column at least two ways black people have been affected.

8. Have each student write an essay discussing the following statement: There is a need for a course in Afro-American History.

9. Discuss the meaning or significance of the following names: Negro, Afro-American, black, colored, nigger.

10. Have the students include a vocabulary section in their notebooks. Then have them discuss and write acceptable definitions for each of these terms:

stereotype	discrimination
distortion	segregation
heritage	racism

Evaluation:

1. Given the following list of contributions made to civilization by different races, identify the race that made the contribution by placing the appropriate symbol on the line provided:

N = Negroid (Black) I = American Indian (Red)
C = Caucasoid (White) M = Mongoloid (Yellow)

N 1. Spirituals and jazz
C 2. Architectural forms (Doric, Ionic, and Corinthian)
M 3. Invention of gunpowder
C 4. Invention of a successful airplane
N 5. Pyramids of Meroe
N 6. Importance of rhythm and percussion in music
I 7. Domestication of maize, tobacco, potato
M 8. Most widely spoken language in the world
C 9. Development of the Christian religion
I 10. Birchbark canoe
M 11. The religion and philosophy of Confucianism
I 12. Adobe habitations designed for communal living

2. Given the following contributions, identify those made by Africa and Africans by placing the letter "A" on the line provided.

A 1. Outstanding early civilizations
A 2. Birthplace of mankind
A 3. Realism in art
A 4. Music by string instruments
A 5. Use of iron and other metals
A 6. Domestication of goats, sheep, and cows
A 7. Outstanding architectural accomplishments

3. Identify the one choice which *does not* belong, and place the letter of that choice on the line provided.

b 1. Black men who were or are mayors in major cities: a) Richard Hatcher b) John Lindsay c) Carl Stokes d) Charles Evers

c 2. Contributions to the music world by black people: a) spirituals b) jazz c) operas d) blues

d 3. Outstanding Afro-American athletes: a) Arthur Ashe b) Muhammed Ali c) Wilt Chamberlain d) Brooks Robinson

a 4. Outstanding black literary figures: a) Truman Capote b) James Baldwin c) Leroi Jones d) James Weldon Johnson

d 5. Leaders in the fight for human rights: a) Medgar Evers b) Martin Luther King c) Ralph Bunche d) Lester Maddox

4. Given the following chart, state two ways racism has affected Afro-Americans in each of the areas listed. (Some acceptable answers are shown in the sample.)

Economic Institutions	The Judicial Sphere	The Political Realm	Education
1. Blacks put into slavery. 2. Blacks banned from better jobs. 3. Blacks "hired last and fired first". 4. Shut out of unions.	1. Due process of law and justice concerning Afro-Americans has been subverted. 2. Double standard of justice. 3. Large percentage of blacks in prison.	1. White political economic establishment has manipulated and controlled blacks. 2. Blacks have had limited political power. 3. Legal and extra legal devices have been used to deny blacks their political rights.	1. Afro-American has been treated as an "invisible man" in textbooks. 2. Positive contributions of the black man have been ignored. 3. American history distorted concerning the Afro-American. 4. Black schools have tended to be inferior to white schools.

5. Write an essay of not more than 200 words listing and explaining at least three reasons for presenting a course in Afro-American history. Some accepted reasons might be:

1. To correct past omissions, distortions, myths, stereotypes and misrepresentations.
2. To provide a truer and more fully dimensional picture of American history.
3. To recognize the significant and positive roles Afro-Americans have played in American history.
4. To give a more correct portrayal of the Afro-American's role in history.
5. To bring to light the major historical truths about the Afro-American in Africa and America.
6. To expose people to the history of a culture other than their own.
7. To demonstrate that the historical experiences of the black man in America are unique.
8. To foster understanding and improved relations between the black and white communities.

UNIT II: AFRICAN BACKGROUNDS

Objectives:

The students will be able to:

- locate and label the following on an outline map of the world:
  a. the continents
  b. major bodies of water
  c. the equator
- locate and label the following on an outline map of Africa:
  a. major rivers
  b. major climate regions
  c. Egypt
  d. Nubia (Ethiopia)
  e. West African kingdoms (Ghana, Mali, Songhai)
- compare the early African civilizations of Egypt and Ethiopia.
- identify and compare the three major West African kingdoms in terms of:
  a. period of greatest power
  b. form of government
  c. major religion(s)
  d. basis of economy
  e. most famous ruler
  f. reason for decline
- list and describe the different forms of government which developed in Africa.
- compare the early African family to the black ghetto American family under slavery and under contemporary conditions.
- write a brief description of African religious practices.
- discuss at least two ways by which the majority of Africans earn their livelihood.
- list at least three cultural contributions Africans have made to civilization.

Outline:

A. Geography of Africa

1. Size and location

   a. Africa is the second largest continent in the world.

b. Africa lies south of Europe, stretching about the same distance north and south of the equator.
c. The area of Africa is approximately 11,600,000 square miles and is larger than the continents of North America and Europe combined.

2. Areas of Africa: North to South

a. Temperate coastal zone
b. Sahara Desert
c. Savanna land
d. Rain forests

3. Climate

a. Temperate: found on northern and southern coastal areas.
b. Tropical: found in savanna lands and encloses the equatorial region.
c. Subtropical: found in the narrow strip of land between the temperate and tropical areas.

B. Peoples of Africa

1. Anthropological findings

a. Reports indicate that Africa may have been man's first home.
b. Fossils of the earliest known human types have been found by Dr. Leakey in Tanzania (Tanganyika).
c. Remains of "modern man," or Homo sapiens, have been found in Africa.

2. The peoples of Africa can be divided into two major groups:

a. the Negroid stock
   1. Bushman-Hottentot
   2. Pygmies
   3. Bantu
b. the non-Negroid stock
   1. Berbers
   2. Those with European or Asiatic background

3. The peoples of the region north of the Sahara are primarily non-Negroids, while the peoples of the region south of the Sahara are primarily Negroid.

C. Early African civilizations

1. The Egyptian civilization

a. Negroes founded many villages which later became important towns in the Egyptian empire.
b. Many generals, priests, diplomats, and other officials in the Egyptian government were Negroes.
c. There were also Negro pharaohs.

2. The Ethiopian civilization

a. The Ethiopians were able to mix with the Egyptians to such an extent that they rose to positions of power within the Egyptian government.
b. The Ethiopian kings ruled in much the same manner as the Egyptian pharaohs.
c. With the coming of the Greeks, Romans, and Arabs, the Ethiopian Negroes began to migrate to other areas of Africa, taking the culture of Egypt and Ethiopia with them.

D. West African

1. Ghana kingdoms

a. This kingdom emerged at the beginning of the fourth century.
b. The kingdom got its name from the title of its rulers, the Ghana.
c. Ghana began to decline with the invasion of an Islamic people, the Almoravides, in 1076.

2. Mali

a. This kingdom emerged with the downfall of Ghana and flourished until the fifteenth century.
b. Mali was founded by the Mande people who were mainly followers of Islam.
c. The greatest ruler of Mali was Mansa Gonga Musa who made the pilgrimage to Mecca in 1324.
d. On Mansa Musa's return to Mali, he established a great center of learning at Timbuktu.
e. The economy was primarily agrarian, but the people of Mali became known for their weaving, mining, and architecture.

3. Songhai

a. This kingdom had control of most of West Africa at the time Columbus discovered America.
b. Songhai was an Islamic state, and its administration of laws was based on the Koran.
c. The political and economic progress achieved in this kingdom was the greatest of the three West African kingdoms.
d. The most famous ruler of Songhai was King Askia Mohammed (1493-1529).
e. Songhai declined as a result of civil war and the invasion of the Moors from the North.

4. Other African kingdoms

a. There were many lesser states in West Africa which never reached the size and greatness of the three major kingdoms, but were powerful enough to resist their domination. Some were:

. Benin
. Yoruba

- Mossi States
- Rausa States
- Bornu-Kanem

b. There were many small African states south of the equator (East and South Africa), but information concerning these states is not as extensive as for the West African Kingdoms. Some were:

- Brama (Empire of the Congo)
- Uganda
- Monomotapa

E. Cultural tradition of Africa

1. Many different forms of government developed in Africa.

a. Family system: smaller villages
b. Kingdoms: a merger of smaller villages
c. Federations: a merger of small kingdoms
d. Empires: the most advanced form of African Government which included all the parts of a large-scale government, such as:

- Kings
- Royal courts
- Treasuries
- Civil servants
- National armies
- Cabinet ministers
- Diplomats

e. The Africans, contrary to popular belief, had a wide range of experience in governing themselves.

2. The family was the basic type of social organization in early Africa.

a. The individual family unit consisted of a man, wife, and children.
b. The extended unit was the most typical form of family life. It consisted of several individual families related to each other by ties of blood or marriage. The chief was usually the oldest and most respected member of the family. Under this system, better care could be given to individuals in need. Family relationships were close and divorce was rare.

3. Religion was an important part of African life.

a. Ancestor worship

- The head of the family was the priest.
- Funeral rites were important.

b. Most Africans believed in one Supreme Being so powerful that he should be worshiped only indirectly through other spirits. These spirits existed everywhere in nature. There were many "magic objects" used to cast spells on enemies. Many Africans believed in evil spirits and wore "lucky" charms to protect themselves. They had great faith in "medicine men."

c. Some Africans became members of the Christian and Islamic faiths.

4. Africans engaged in many economic pursuits.

a. Farming was the occupation of the majority of Africans.

1. Land was usually held by the whole community.
2. The tillers of the soil were a specific social group.

b. Many Africans engaged in large scale raising of domestic animals.

c. Many Africans earned a living from their skill in the arts and crafts.

- Basketry
- Textile
- Weaving
- Pottery
- Woodwork
- Metallurgy

d. Some villages specialized in fishing, while others engaged in commerce.

5. In some areas of art the Africans had highly developed skills.

a. There was a high degree of expression in carvings and sculptures.

b. An important element in African social and religious life was music.

c. Many types of musical instruments were invented by the Africans, such as early forms of the following:

- Xylophones
- Violins
- Guitars
- Zithers
- Harps
- Flutes

d. Africans composed a variety of songs and instrumental music ranging from the simple to the complex.

- Lullabies
- Work and dance songs
- Sacred melodies

e. The early Africans did not develop a written language, but they did develop a spoken literature in the form of tales, fables, historical stories, and poems.

6. Many African cultural traditions have survived in the United States.

a. Language

- Banjo
- Yam
- Canoe
- Goober

b. Folklore and tales
c. Religion
d. Music and dance

References:

- *Bondage*, pages 1-24
- *Eyewitness*, pages 3-7
- Franklin, pages 3-41

Study Questions:

1. What is the geographical relation of Africa to other parts of the world?
2. What are the major areas of Africa?
3. Why is Africa regarded as man's first home?
4. Are all Africans Negroes?
5. What part did Negroes play in the development and governing of the ancient Egyptian civilization?
6. What conditions paved the way for the rise of empires in West Africa?
7. What were the characteristics of the civilizations that developed in Ghana, Mali, and Songhai? Why did these empires decline?
8. What forms of government developed in Africa?
9. What was an extended family? What were the benefits of this family organization?
10. What were the many means of earning a living in ancient Africa?
11. What aspects of African culture can be found in American culture?

Suggested Activities:

1. The following are suggested map work activities:

   a. On an outline map of the world have the students identify and label continents, major bodies of water, and the equator.

   b. Have students draw or construct maps for the bulletin board in one of the following areas: topographical features, climate regions, products and natural resources, population distribution, or distribution of principle ethnic groups.

   c. Prepare outline maps of Africa for distribution to the class showing the following:

1. major rivers (Nile, Niger, Congo, Zambesi), major climate regions (Desert, Steepe, Tropical Savanna, Tropical Rain forest), Altas Mountain.
2. distribution of the principle ethnic groups
3. the West African kingdoms of Ghana, Mali, and Songhai, and a few of the lesser kingdoms (Benin, Yoruba, Mossi)

It is suggested that maps be retained by each student as a required part of his notebook.

2. Have students prepare oral reports on the two major groups of peoples in Africa and their subdivisions. Reports should include the following information:

   - physical characteristics (pictures if possible)
   - habitat
   - livelihoods
   - religious beliefs

3. Have a student committee obtain information on an African family and act out the various roles. Oral reports or narration should accompany this activity.

4. Have students prepare a bulletin board or display showing various aspects of African economic pursuits and culture, such as land use, animal raising, and arts and crafts.

5. Obtain records of African songs and instrumental music, and American musical works of various types. Ask students to listen for and discuss similarities and differences in rhythm, types of instruments, lyrics, mood, and meaning.

6. If possible, invite a person from Africa to address the class. Ask him/her to tell of life in Africa, speak samples of his/her native language, and appear in tribal dress if possible.

7. Ask the students to make a comparison chart of the three major West African kingdoms. The three horizontal headings should be: Ghana, Mali, and Songhai. The six vertical headings should be: 1. height of powers, 2. most famous rulers, 3. form of government, 4. major religion, 5. basis of economy, and, 6. reasons for decline.

8. Assign a paragraph in which students prove or refute the concept that the Egyptians were a "mixed" race of people with strong traces of "black blood." Evidence must be cited.

9. Conduct a class discussion in which early African family life is compared to family life in the American black ghetto of today.

10. Ask a student to research and report on religion in African life including beliefs, practices, and gods.

11. Bulletin boards or showcase displays might include the following themes:

    a. African art, painting, sculpture
    b. Pictures or photographs showing how various African people differ in physical characteristics
    c. African contributions (music, dance, language, etc.)

12. Have students who have access to Afro-American garb present a fashion show to the class. (In some neighborhoods there are community groups which will present an Afro-American fashion show, dance routines, and music based on African culture.)

13. Ask students to write an imaginary letter from an African describing conditions before and after the arrival of slave traders.

14. Have students add the following words and their definitions to their vocabulary list:

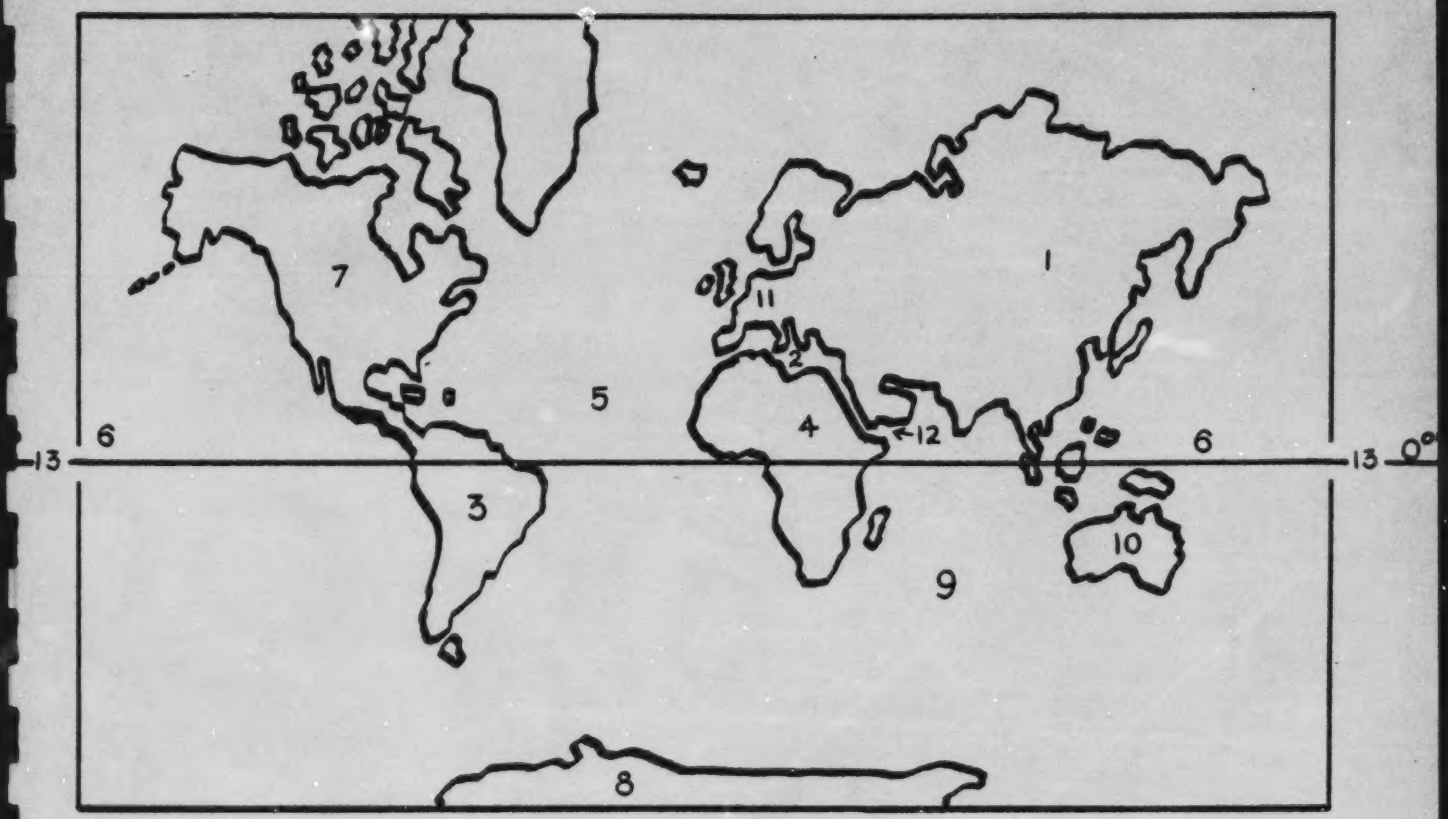
anthropology	polyandry
archaeology	coffle
fossil	slatee
artifact	mackron
Homo Sapien	Papal Bull
dynasty	Asiento
polygamy	

Evaluation:

1. Using a given outline map of the world, place the correct number from the map on the line in front of each continent, body of water, etc.:

4	Africa	5	Atlantic Ocean
8	Antarctica	9	Indian Ocean
1	Asia	6	Pacific Ocean
10	Australia	2	Mediterannean Sea
11	Europe	12	Red Sea
7	North America	13	Equator
3	South America		

(Note to the teacher: The map for this question is found on the following page 23.)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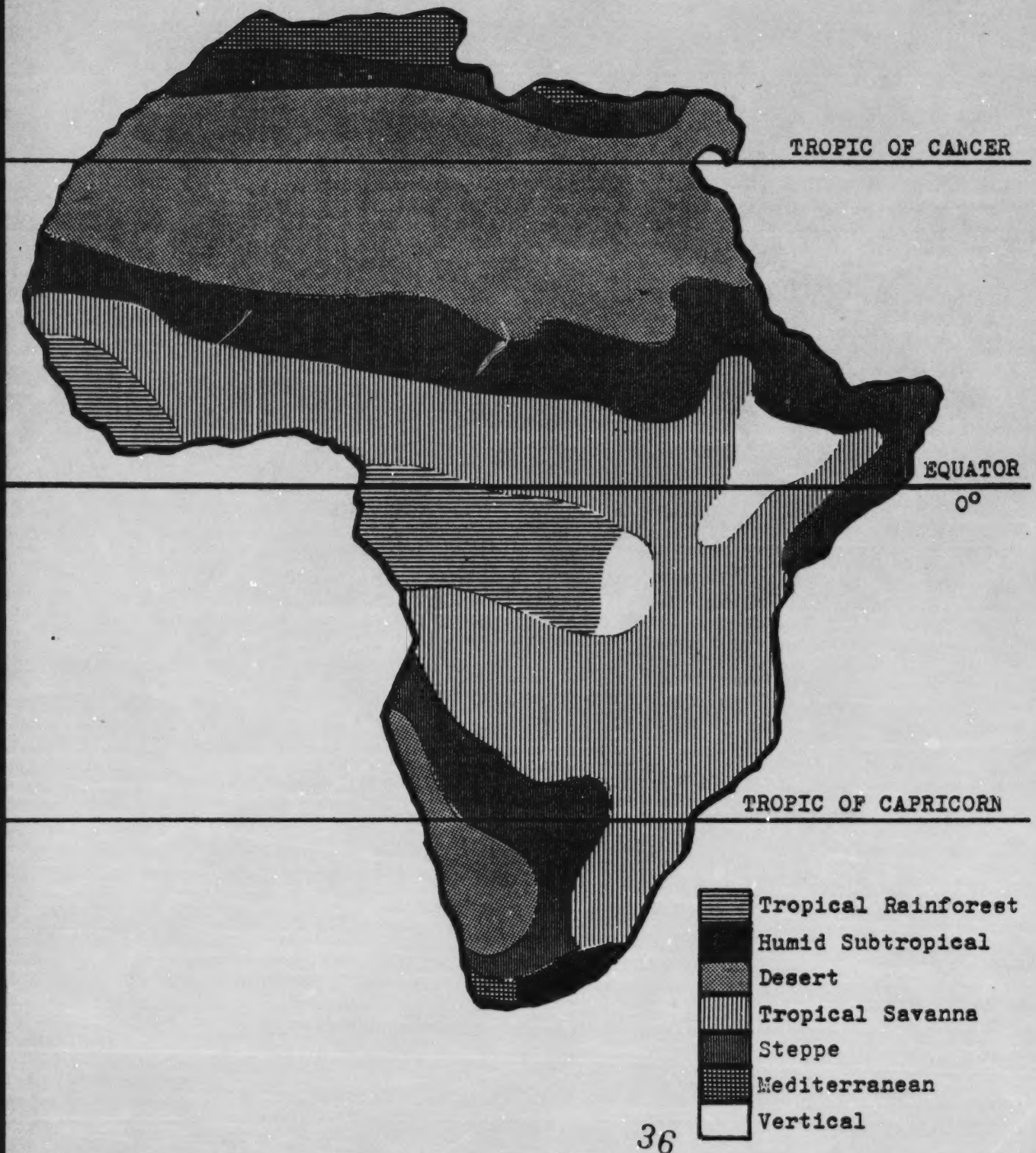
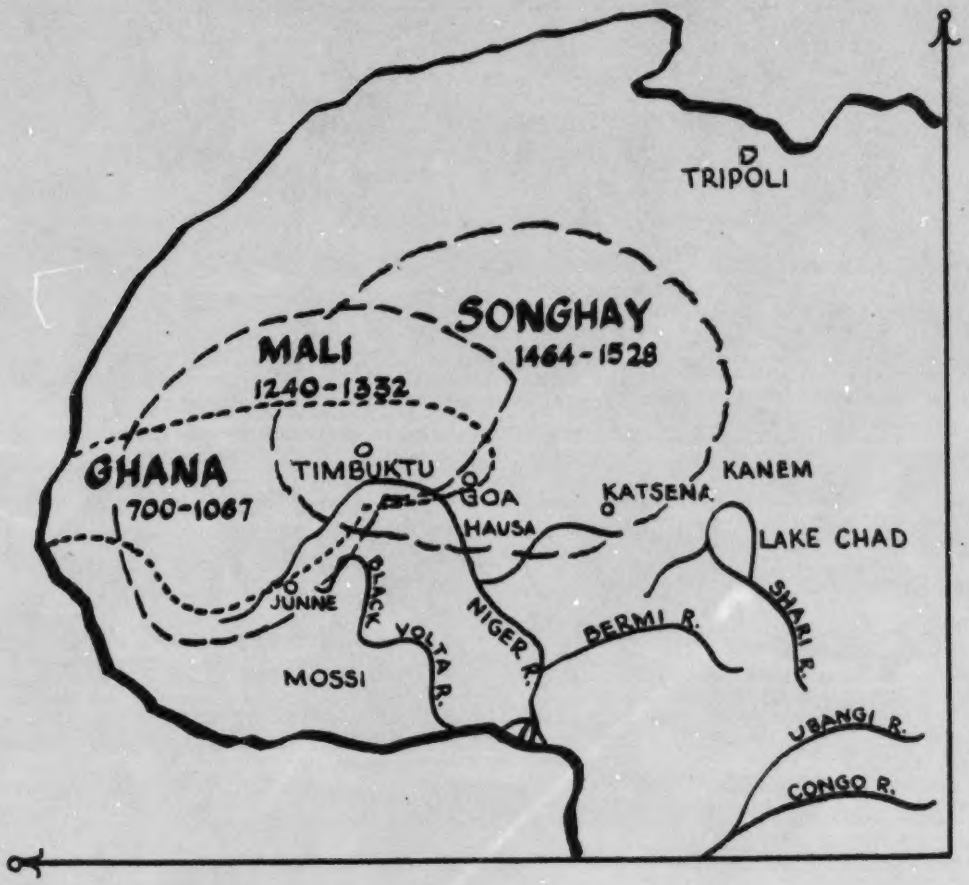
AFRICAN CLIMATES



WEST AFRICAN KINGDOMS



Legend
Numbers = Rivers
Letters = Areas

2. Using a given outline map of Africa, place the correct number or letter from the map on the lines provided:

3 Nile River	C The area closest to where Dr. Leakey made his discoveries
1 Zambezi	A The area where Egypt is located today
2 Congo	B The area (also known as the Sudan region) where the so-called "True Negro" group is found
4 Niger	D The area where the Bantus live

(Note to the teacher: The map for this question is found on page 26.)

3. Using a given outline map of Africa, place the correct number or letter from the map on the line provided:

1 Tropical rainforest	3 Area characterized by high grass and many animals
3 Tropical savannah	1 Most unhealthful climate
2 Desert	1 Climate that has 60-100 inches of rainfall each year
C Songhai	3 Area where cattle raising is a major occupation
A Mali	2 Area which gets less than 10 inches of rain annually
B Ghana	

(Note to the teacher: The map for this question is found on page 28.)

Legend

Numbers = Climate Regions and Questions

Letters = Kingdoms

40

4. Given the following statements on early civilizations of Egypt and Ethiopia, place a "T" in front of statements that are ture, and an "F" in front of those that are false:

T 1) Black people lived in both Egypt and Ethiopia.
T 2) The Greek classical writer Herodotus described the Egyptians as "black with curly hair."
F 3) There is no evidence that a black man ever ruled Egypt.
T 4) Blacks rose to positions of leadership in Egyptian government such as generals, priests, and diplomats.
T 5) Shabaka and Taharka were both black pharaohs.
F 6) Ethiopian kings were far more democratic than Egyptian pharaohs.

5. Given the following chart, compare or contrast the three West African kingdoms. Acceptable answers are included.

	Ghana	*Mali*	*Songhai*
Height of Power	900-1067	1240-1332	1464-1528
Most famous rulers	Tin-Yeroutan Tenkamenin	Sundiata Keita Mansa Muisa Mansa Suleiman	Sonni Ali Askia, the Great
Form of government	Absolute monarchy Highly developed centralized government	Absolute monarchy Highly developed centralized government with definite division of powers	Absolute monarchy Highly developed centralized government with definite division of power
Major religion	Majority--traditional religion Minority--Muslim	Islamic	Islamic
Basis of economy	Trans-Sahara Salt and Gold Trade, Agriculture, Herding	Trade Agriculture Herding	Trade Agriculture Herding
Reason(s) for decline	Series of raids on the empire by the Almoravids	1. Irresponsible leadership 2. Internal conflicts 3. Attacks made by people outside kingdom	1. Civil War 2. Invasion from north by the Moors

6. Match the form of government with its definition by placing the letter from Column II on the line provided in Column I.

Column I		Column II
B	1. Made up of several individual families related by blood or marriage	A. Kingdom B. Extended family system C. Federation D. Empire
C	2. A merger of smaller kingdoms	
A	3. A merger of a number of smaller villages	
D	4. Most advanced form of African government which encompassed vast amounts of land	

7. Write an essay of 400 words or less explaining the empire form of government as it existed in the West African kingdoms. The essay should include such information as:

   . parts of the government: king, royal court, treasury, civil servants, national army, cabinet members, diplomats.

   . main function of each part of the government.

8. Compare the family structures among Africans, Negroes under slavery, and the black ghetto Americans by completing the chart:

	African Family	*Negro Slave Family*	*Black Ghetto American Family*
Family stability	stable	unstable	unstable
Family Composition	Father, mother, children *extended family grandfather, sons and all wives and unmarried children	Mother Children	Mother Children
Authority figure or head of household	Father *extended family grandfather	Mother (if allowed to keep her children)	Mother

9. Place a "T" in front of the statements that are true, and an "F" in front of those that are false.

F 1. Religion is not an important part of African life.
T 2. Most Africans worship their ancestors.
T 3. Most Africans believe in one Supreme Being.
F 4. There are no Christians in Africa.
T 5. In African religious practice, the head of the family is often the priest.
F 6. Most Africans worship their main god directly.

10. List the two ways most Africans make their living. (agriculture, herding)

UNIT III: THE SLAVE TRADE

Objectives:

The students will be able to:

- explain Portugal's role in the development of the African slave trade in the 15th century.
- identify by name and area of exploration at least five Negroes who helped explore and colonize the New World.
- write a brief description of the introduction of African slavery into Latin America.
- locate on an outline map of Africa the area from which most slaves were taken.
- answer the following questions and define the following terms:

  a. What were three ways African slaves were acquired?
  b. coffle
  c. slatee
  d. "Negro Houses"
  e. mackron
  f. tight packing
  g. loose packing
  h. Middle Passage

- write a description of life on board a slave ship for the slaves and for the ship's crew.
- cite ways in which Africans demonstrated an unwillingness to leave their homeland and submit to slavery.
- list the major steps in the seasoning process by which Africans were transformed into slaves.
- differentiate between the terms slave and indentured servant.
- write a brief description of the introduction of African slaves into the English colonies.
- describe the workings of the 19th century internal slave trade in the United States.
- state at least two ways in which black men and women were degraded or dehumanized by the internal slave trade.

Outline:

A. Portugal introduced African slaves to Western Europe in 1442.

1. Under the direction of Prince Henry, the Portuguese merchants made the slave trade profitable.

a. Prince Henry established a school for the men who would lead his expeditions.
b. In 1442 the first Negro captives from West Africa were taken to Portugal as slaves.

2. The Portuguese justification for Negro slavery was not based on race prejudice.

a. The sale of slaves would help to pay for the voyages of exploration.
b. Slaves would provide the cheap labor needed to develop Portuguese agriculture.
c. Slavery would make it possible to convert the Africans to Christianity.

3. Negroes were allowed to intermarry with Europeans, and this accounted for the large number of Negroes who were with the explorers of the New World.

B. Negroes helped to discover and colonize the New World.

1. Pedro Alonso Nino sailed with Columbus.

2. Thirty Negroes, including Nufle de Olana, helped Balboa discover the Pacific Ocean.

3. Negroes were with Cortes in Mexico, Alvarado in Quito, Pizarro in Peru, De Ayllon in Florida and Coronado in Mexico.

4. Estevanico was a Negro explorer in New Mexico and Arizona.

5. Jean Baptiste Pointe du Sable was a Negro explorer in Chicago.

C. African slavery was introduced in Latin America.

1. In 1502, Negro slaves were permitted in Hispaniola.

2. Slave trade in the New World officially began in 1517.

a. Spaniards were permitted to import twelve Negroes each.
b. The purpose was to save the Indian population.

3. Slave trade developed into a big business in the seventeenth and eighteenth centuries.

   a. Many large corporations were established for the purpose of engaging in the slave trade.
   b. Most European countries established trading privileges and slave factories on the coast of Africa.
   c. Many ships were built for the specific purpose of transporting slaves.

4. The slave trade was dominated in turn by the Portuguese, the Dutch, the French, and the English.

D. Mechanics of the slave trade

1. Arrangements with African chiefs for the delivery of slaves and the establishment of trading posts had to be made by each country before engaging in the trade.

   a. The acquisition of slaves was primarily the job of African chiefs.
      (1) Warfare and raids
      (2) Criminals and other persons sold by their own families
   b. Many Africans died on the long march to the ships.
      (1) Chains put around their necks or legs
      (2) Captives often made to carry heavy loads

2. The delivery of slaves to the slave trader was not a simple procedure.

   a. Each slave was given a thorough examination by a physician.
   b. Each slave was then branded with the identification mark of the person making the purchase.
   c. There was much time spent in bartering for the slaves.
   d. Items for barter included cloth, trinkets, rum, guns, and many other European-made products.
   e. Africans offered stiff resistance to their capture, sale, and transportation to the slave ships.
      (1) War broke out between tribes over the capture of persons sold into slavery.
      (2) Some Africans would jump out of the canoes transporting them to the ships and stay under water until they were drowned.

3. African slaves suffered many horrors in the middle passage.

   a. Slaves were crowded into small ships where there was hardly standing, lying, or sitting room.
   b. They were chained together by twos, at the hands and feet, with no freedom to move about or exercise.
   c. Sanitation conditions were very poor.
   d. The mortality rate was very high, often because of the spread of diseases such as smallpox and flux.

e. Many Africans committed suicide or permanently disabled themselves rather than submit to slavery.
f. Many went on hunger strikes to induce illnesses.
g. There were over 100 mutinies on slave ships, some of which were successful.

E. The process of seasoning on the island

1. When the Africans arrived in the West Indies, they had to be carefully prepared or seasoned, for their lives as slaves.

a. The auction of slaves was very degrading to the Africans.
(1) Treated like animals
(2) Sold to the highest bidder
b. Once the slave reached the plantation, there were two ways of seasoning them.
(1) Some were placed with veteran slaves to learn the routine.
(2) Others were trained by specialists in the breaking in of Negroes.

2. Black Codes were passed to help in the seasoning process.

3. After the seasoning process, the slaves were ready for resale to the mainland.

F. African slavery was introduced in the English colonies.

1. The first Negroes in English America were indentured servants.

2. The need for cheap labor established Negro slavery by custom.

3. In the 1660's, slavery was finally established by laws.

4. The inferiority of Negroes became the justification for Negro slavery.

G. Internal slave trade

1. African slave trade was prohibited by law in 1808.

2. Slave breeding was used to increase the supply of slaves.

a. Slaves were purchased for the specific purpose of breeding.
b. Bounties and prizes were offered to slave women who had large families.
c. Slave families were often separated without regard for the feelings of the Negroes.

3. Smuggling of Africans into the United States became a profitable business.

4. Interstate slave trading and slave hiring extended the life and expanded the scope of slavery.

References:

- *Bondage*, pages 24-28, 37-40, 42-51
- *Eyewitness*, pages 6-11, 13-16, 32-33
- *Before the Mayflower*, pages 38-47
- Franklin, pages 42-73, 175-184

Study Questions:

1. What role did Prince Henry play in establishing the African slave trade?
2. How did the Portuguese justify the enslavement of Negroes?
3. What was the status of Negroes in Europe before the establishment of Negro slavery in the New World?
4. What part did Negroes play in the exploration of the New World? Describe the adventures of Estevanico and Du Sable.
5. Why did Bishop de les Casas allow Negroes to be shipped to the New World?
6. In what ways did Africans react to being enslaved? Did their actions prove or disprove the idea that they willingly accepted slavery?
7. How were slaves brought to the New World? Why was the mortality rate so high?
8. Why did the Negro, an indentured servant at first, become the one picked for slavery?
9. After 1808, in what ways was the slave population increased?

Suggested Activities:

1. Have student committees prepare oral reports on Prince Henry and Portugal's role in the introduction of the slave trade to Western Europe.
2. Select three students to construct a chart depicting at least three black explorers and their accomplishments.
3. Discuss the various ways in which slaves were acquired. List these on the chalkboard.

4. Have the class prepare a "Meet the Press" type of program with three students playing the role of slave traders. Have the audience (other class members) and the moderator prepare questions to bring out the practices and procedures slave traders used in acquiring and preparing slaves for the dreaded middle passage.

5. Assign essays on the middle passage in which students discuss the following:

   a. treatment of slaves
   b. behavior of crew toward slaves
   c. health and sanitation
   d. behavior of slaves toward other slaves
   e. resistance to slavery

6. Discuss the mechanics of the seasoning process and its significance in the life of a slave. Ask students if they can see any significance in the life of the Afro-American today.

7. Ask students to write reports on the reasons for the transition from a system of indentured servitude to one of slavery, and particularly the enslavement of the black man.

8. Have each student list as many reasons as he can why the Africans in the English colonies were made chattel.

9. Assign brief essays answering the following question: After African slave trade was outlawed by the United States Constitution in 1808, how was it possible for the slave population to continually increase up to 1860?

10. Have students add the following words and definitions to their vocabulary lists: slave, indentured servant, miscegenation, slave (black) codes, barter, seasoned.

Evaluation:

1. Explain Portugal's role in the development of the African slave trade in the 15th Century. An acceptable response should include:

   a. the role played by Prince Henry's navigation school
   b. the introduction of African captives into Portugal in 1442
   c. the Portuguese justification for African slavery

      . the sale of slaves would help pay for voyages of exploration
      . slaves provided cheap labor
      . slavery would make it possible to convert Africans to Christianity

2. Select the phrase which best answers the question, placing the letter of choice on the line provided.

b 1. The black man who helped Balboa to discover the Pacific Ocean was a) Pedro Alonzo Nino b) Nuflo de Olano c) Estevanico d) Jean du Sable

b 2. The black man who should be given credit for founding Chicago was a) Pedro Alonzo Nino b) Jean du Sable c) Estevanico d) Nuflo de Olano

d 3. Estevanico is the black man who helped explore and claim for Spain what is now a) Washington and Oregon b) Maryland and Virginia c) Kentucky and Tennessee d) New Mexico and Arizona

c 4. Negroes were with all of the following explorers EXCEPT: a) Cortez in Mexico b) Pizarro in Peru c) Henry Hudson in New York d) Coronado in Mexico

c 5. The seaman on one of Columbus' ships who is believed to have been black was a) Nulfo de Olano b) Jean du Sable c) Pedro Alonso Nino d) Estevanico.

3. Complete the statements using the words supplied in the following vocabulary list.

codes	church
Haiti	Bishop
Palmares	Catholic
Black	twelve
interracial	Hispaniola
Manumission	Las Casas
Negroes	

a. In 1502, Negro slaves were permitted in Hispaniola.
b. In order to save Indian population Spaniards were permitted to import twelve Negroes each.
c. The Catholic Church was a factor in reducing the harshness of slavery.
d. The church man largely responsible for the introduction of African slaves into Latin America was Bishop Las Casas.
e. The Catholic Church advocated manumission and permitted interracial marriages.
f. Black Codes controlled the lives of the slaves.
g. Fugitive slaves established a flourishing black state in northeastern Brazil called the Republic of Palmares.
h. In 1804 Haiti became the first New World country to abolish slavery.

4. List at least three ways in which African slaves were acquired. Acceptable answers include:

   a. through warfare
   b. through raids
   c. as punishment for crimes
   d. being sold by families
   e. being born into slavery

5. Match the names and terms in Column II with the information in Column I by placing the letter from Column II on the line provided.

Column I		Column II
B	1. The term used to describe the fact that black slaves were considered property.	A. Mackrons B. Chattel C. Manumission D. William Tucker E. Middle Passage F. Coffle G. Tight packing H. East Africa I. Seasoning J. Loose packing K. "Negro Houses" L. West Africa M. Slatees N. Miscegenation O. Jean du Sable P. Estevanico
E	2. The name applied to the journey of slave ships across the Atlantic.	
L	3. The section of Africa from which most slaves came.	
D	4. The first black born in English America.	
G	5. Deliberate overcrowding of slave ships.	
I	6. The process of breaking Africans to the plantation routine and life as a slave.	
K	7. Places near the coast where Africans awaited slave ships.	
F	8. The name given to slave caravans.	
A	9. Africans rejected as unfit for slavery.	
M	10. Black slave merchant.	
C	11. Legal means by which a slave could be freed.	
N	12. Racial mixing through intimate relationship or marriage.	

6. Given the following chart, list at least six experiences encountered by slaves and three experiences encountered by the crew on board a typical slave ship. Some acceptable answers might be:

LIFE ON A SLAVE SHIP

Slaves	*Crew*
1. Being chained together in overcrowded conditions.	1. Living in constant fear of attack by slaves.
2. Being forced to live in own waste.	2. Having to constantly search slaves and slave quarters for weapons.
3. Unsanitary conditions which caused disease and death.	3. Usually having insufficient food and water.
4. Receiving little food and food of poor quality.	4. Being in constant danger from outbreak of epidemics.
5. Receiving few chances to exercise.	5. Having to be on constant guard to put down mutinies.
6. Killing one another to obtain more living room.	6. Being constantly exposed to human misery and unsanitary conditions.
7. Being beaten if they tried to escape or disobeyed.	
8. Committing suicide.	

7. List at least five steps in the seasoning process. Some accepted answers might be:

- New slaves were placed with veteran slaves to learn the plantation routine.
- Families were deliberately broken up.
- Slaves who spoke the same language were deliberately separated.
- Slaves were forced to learn the language of their master.
- Obedience to the master was a major lesson to be learned.
- Slaves were denied the right to practice their traditional religion and customs.
- Slaves were not permitted to become educated.
- Slaves were not permitted to take the responsibility for raising their own children.
- Slaves were denied the privilege of making their own decisions.

8. Place an "A" in front of the statements that apply to slaves/slavery, and a "B" in front of those that apply to indentured servants/indentured servitude.

B 1. Was experienced by whites and blacks.
B 2. Worked for an agreed period of time and then were freed.
A 3. Were chattel.
A 4. Restricted to blacks.
B 5. The first blacks in the English colonies.
A 6. Lives strickly regulated by law.
A 7. Usually bought and sold on the auction block.
B 8. Passage from Europe was paid by person to whom contracted.

9. List at least three reasons why Africans were enslaved. Some acceptable reasons might be:

a. their background in agriculture
b. they were not Christian
c. they were highly visible
d. their culture was different
e. they could stand hard work

10. Given the following statements, demonstrate your knowledge concerning the degradation and dehumanization of black men and women by the slave trade by placing a "T" in front of statements that are true and an "F" in front of those that are false.

1. The first blacks brought into the Virginia colony in 1619:

F a. eventually became slaves
T b. were sold as indentured servants
T c. eventually were freed and became a part of English colonial society

2. Although the slave trade was forbidden by the Constitution after 1808, the slave population increased because of:

T a. smuggling
F b. immigration
T c. breeding

3. Blacks were dehumanized when

T a. they were given few privileges
T b. they were bought and sold on the auction block
T c. their families were deliberately broken up

UNIT IV: THE ROLE OF THE NEGRO IN THE STRUGGLE FOR INDEPENDENCE

Objectives:

- document the fact that blacks participated in the French and Indian War and the American War for Independence.
- describe the roles played by at least six blacks in the American Revolution.
- analyze the Declaration of Independence and explain its significance to black people.
- compare the use made of blacks in the American Revolution by the British and by the Americans.
- explain the significance of the American Revolution to the Negro.
- state at least two ways in which the Constitution of the United States perpetuated slavery.

Outline:

A. French and Indian War: Background to Revolution

1. Negroes fought with Generals Braddock and Washington.
2. Oppression by England after the war led to new thinking on the problem of slavery.
3. Negro slavery was inconsistent with the natural rights philosophy.
4. Negroes petitioned for their freedom.

B. War for Independence

1. Boston Massacre
   a. Crispus Attucks was the first to die.
   b. Anti-slavery sentiment grew.
2. The Declaration of Independence
   a. The passage listing slavery as a crime was deleted by Congress.
   b. The Declaration did not directly condemn slavery.
3. Five thousand Negroes participated in the war.
   a. There were Negro Minutemen: Prince Estabrook, Cato Wood, Lemuel Haynes, Pomp Blackman, Cuff Whittemore.

b. Negroes fought at Bunker Hill: Peter Salem, Salem Poor.
c. Other Negroes served in the Continental Army: Primas Black, Epherem Blackman, Teck Sisson, Deborah Gannett, James Forten, Saul Matthews.

4. Negroes served in the British Army.

   a. The British were the first to use Negroes.
   b. The British took 14,000 slaves who served in their army from American soil at the end of the war.

5. By the end of the war, 100,000 slaves had escaped from slavery.

References:

- *Bondage,* pages 41-42, 62-64, 67, 85-86, 88-97, 136-137
- *Eyewitness,* pages 20-31, 44-54
- Franklin, pages 85-101

Study Questions:

1. How did the French and Indian War change the thinking of many Americans about slavery?

2. What part did Crispus Attucks play in the Boston Massacre?

3. What was important about the passage deleted from the Declaration of Independence?

4. Why did the Declaration fail to condemn slavery?

5. How did the British influence the Continental Congress to accept Negroes?

6. What contributions were made by Negroes as Minutemen, at Bunker Hill, in the Continental Army, and in the British Army?

7. In what ways did many Negroes gain their freedom during and after the War of Independence?

Suggested Activities:

1. Have students debate the following question: Should slaves stand by their colonies during Indian raids or foreign invasions?

2. Ask students to dramatize Crispus Attucks' role in the Boston Massacre.

3. Hand out a ditto sheet containing the deleted passage of the Declaration of Independence which condemned the slave trade. This passage should be discussed in the light of its significance to Afro-Americans.

4. Have students dramatize the Constitutional Convention delegates discussing the pros and cons of eliminating slavery and the slave trade.

5. Ask for volunteers to paint a mural picturing a number of instances of black participation in the American Revolution.

6. Ask two students to role play Lord Dunmore's and George Washington's attitudes towards black participation at the outbreak of the American Revolution.

7. Assign library research reports on the following topics:

   a. Black Minutemen
   b. Negroes who served in the Continental Army
   c. Negroes who served with the British Army
   d. Haitian Negroes who fought for America

8. Discuss the Constitution in light of the following statements:

   a. The Constitution protected and perpetuated slavery.
   b. The Founding Fathers, who wanted to end slavery, thought in 1787 that it was a dying institution.

9. Assign a paragraph discussing the following question: Did the American Revolution help blacks in America?

10. Have students add the definitions of these words to their vocabulary list:

revolution	massacre
oppression	petition
philosophy	martyr
natural rights	

Evaluation:

1. Select the phrase which <u>best</u> answers each question placing the letter on the line provided.

   _D_ 1. All of the following statements about black participation in the French and Indian War are true EXCEPT: A. Blacks fought alongside General Braddock and George Washington, B. Barzillai Lew was one black who fought for the colonies, C. Blacks served about almost every ship in the colonial navy, D. Blacks were not permitted to serve in most colonial militias.

   _A_ 2. Each of the following men helped Ethan Allen and His Green Mountain Boys capture Ticonderoga EXCEPT: A. James Armistad, B. Lemuel Haynes, C. Primas Black, D. Epherem Blackman.

B 3. Each of the following statements about James Forten is true EXCEPT: A. He was captured and held prisoner by the British for seven months, B. His death was caused by a wound he received during the Revolution, C. He was a powder boy on a patriot ship, D. He became a very wealthy business man in Philadelphia later on in life.

C 4. The black man sometimes called the first martyr of the American Revolution was A. William Dawes, B. John Adams, C. Crispus Attucks, D. Lemuel Haynes.

C 5. Major Pitcairn, the British commander at Bunker Hill, was killed by A. Salem Poor, B. Lemuel Haynes, C. Peter Salem, D. James Forten.

D 6. Deborah Gannett displayed an extraordinary instance of heroism by serving in the patriot army under the name: A. Robert Gannett, B. Robert Poor, C. Robert Whipple, D. Robert Shurtliff.

D 7. Salem Poor: A. fought at the Battle of Bunker Hill, B. received a letter of commendation signed by fourteen officers, C. was a hero in the battle fought on Breed's Hill, D. all of these.

B 8. George Washington and the Continental Congress were forced to change their position on black exclusion from the Revolution by A. General Clinton, B. Lord Dunmore, D. General Cornwallis, D. Benjamin Franklin.

C 9. When Henri Christophe took part in the Battle at Savannah, he was: A. Emperor of Haiti, B. a slave, C. a member of the Fantage Legion, D. killed.

A 10. The man who attempted to make condemnation of the slave trade a part of the Declaration of Independence was: A. Thomas Jefferson, B. John Adams, C. Roger Sherman, D. Gustavus Vasa.

2. One of the following excerpts from the Declaration of Independence represents a part of the original draft on the slave trade which was eventually deleted, and the other is a well known passage. Answer, in a brief paragraph, the questions following each excerpt:

Thomas Jefferson's original draft of the Declaration of Independence condemned the King of England on the grounds that:

> He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the person of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of *infidel*[1] power's, is the warfare of the Christian king of Great Britain, determined to keep open a market where MEN should be brought and sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this excrable commerce; and that this assemblage of horrors might

[1] Italicis is added for emphasis.

want no fact of distinguished die, he is now exciting these very people to rise in arms among us, and to purchase that liberty of which he deprived them, by murdering the people upon whom he also obtruded them; thus paying off former crimes committed against the *liberties*[1] of one people, with crimes which he urges them to commit against the *lives* of another.

1. Why was this passage deleted? Acceptable answers:

   a. Was unacceptable to the Southern delegation of the Continental Convention.
   b. Many colonists were involved in slave trade.
   c. Such a statement in the Declaration would have removed any justification for the institution once independence was won.

2. What would have been the probable influence of this passage had it been left in? Acceptable answers:

   a. It would have removed any justification for slavery once independence had been won.
   b. It probably would have meant the abolition of slavery at an earlier date, and the Civil War might not have developed.
   c. Perhaps much of the social and racial unrest, which stems in large part from slavery and the Civil War, would not have developed.

The Declaration of Independence:

We hold these truths to be self-evident, that *all men are created equal,*[1] that they are endowed by their Creator with certain *unalienable* rights, that among these are *life, liberty,* and the *pursuit of happiness*. That to secure these rights, governments are instituted among men, deriving their just powers from the *consent of the governed;* that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1. What was and is the significance of this passage to American blacks and whites? Acceptable answers:

   a. It made slavery "utterly inconsistent with...the struggle for liberty."
   b. It gave the black man new hope for freedom.
   c. It is a standing invitation to man to rebel against that which goes against his welfare.

3. List at least two ways in which the Constitution of the United States perpetuated slavery. Some acceptable answers are:

   a. It allowed the slave trade to go on for 20 years. (Article 11, Section 9)

[1]Italicis is added for emphasis.

b. In the three-fifths compromise, it allowed slaves to be counted for representation and taxation purposes. (Article I, Section 2)
c. It established the Fugitive Slave Law. (Article IV, Section 2)

4. Given the following statements, demonstrate your knowledge concerning the participation of blacks in the American Revolution by placing a "T" in front of statements that are true, and an "F" in front of those that are false.

F 1. More blacks fought for or aided the Americans in the Revolution than fought for or aided the British.
T 2. George Washington did not favor black people serving in the Continental Army when the Revolution began.
F 3. The British did not believe in slavery.
T 4. Tens of thousands of slaves escaped from bondage by participating in the Revolution.
F 5. Most blacks who fought for American independence did so in segregated units.
T 6. Many blacks served in the Continental Navy during the War for Independence.

UNIT V: THE SLAVERY SYSTEM

Objectives:

The students will be able to:

- prove the following statement: Some form of slavery can be found in all ancient civilizations.
- describe the institution of slavery as it developed in Latin America.
- describe the institution of slavery as it developed in the English colonies.
- compare and contrast slavery as it developed in the Spanish colonies and English colonies.
- list at least three reasons Africans were said to make good slaves.
- list at least five Black Codes, state the purpose of these codes, and describe the devices set up to effectively enforce the codes.
- describe life on a plantation for each of the following:

plantation owner	field slave
overseer	house slave
driver	slave child

- compare the life of a plantation slave with that of an urban slave.
- describe the relationship between the whites and Negro slaves.

Outline:

A. Slavery in the ancient and medieval world

1. Some form of slavery can be found in all ancient civilizations.
2. Slavery was not based on race.
3. Slavery was not a badge of shame.
4. In the medieval world, religion became a reason for slavery.
5. Slaves were looked upon as a source of inexpensive labor.
6. Means of acquiring slaves were warfare, raids, gifts, and purchases.
7. Slaves could gain freedom and be accepted into mainstream of society.

B. Latin American slavery

1. The Asiento—control over slave trade by the crown

   a. Only the best slaves were accepted.
   b. Slaves were considered as human beings.

2. Slaves were divided into three groups according to occupation.

   a. Urban slaves
   b. Mine workers
   c. Farm workers

3. Life of the average slave

   a. He was used primarily as a source of profit.
   b. There were harsh laws to govern the social life of Negroes.
   c. Slaves were baptized and taught to read and write.
   d. There were no laws against manumission of slaves.
   e. Slaves could purchase their own freedom.

4. Free Negroes in Latin America

   a. No color prejudice
   b. Equal protection before the law
   c. Intermarriage not frowned upon

5. Resistance to slavery in Latin America

   a. Palmares, the "Black Troy" of fugitive slaves in Brazil
   b. Bahia, an example of city insurrection

C. Slavery in the English colonies

1. The first Negroes in English America were indentured servants.

2. Beginning in 1640, Negro servants became slaves.

3. In the 1660's slavery was established by law.

4. The demand for slaves was small, but the system continued to grow.

5. Slavery was profitable to all involved:

   a. Northerners and Triangular Trade
   b. Great Britain and the Asiento
   c. Southern planters and the plantation system

D. Slavery in the United States

1. The cotton gin extended the life of the slave system.

   a. The cotton gin made possible large scale processing of raw cotton.
   b. More land was used for growing of cotton.

2. All Southern whites did not enjoy the fruits of slave labor.

   a. In 1860, the white population was 8,000,000 and only 384,884 persons owned Negro slaves.
   b. 200,000 slave owners had five slaves or less.
   c. 338,00 (88%) of the slave owners had fewer than 20 slaves.
   d. 30 to 60 slaves were considered the most profitable work force.

3. Black Codes regulated the lives of slaves.

   a. Codes were passed for protection of the white population as well as to maintain discipline among the slaves.
   b. Many devices were set up to effectively enforce the codes:

      1. Slave courts
      2. Slave patrol

   b. Although enforcement was sometimes very harsh, many infractions went unpunished.

E. The life of a slave was degrading.

1. The cotton plantation was the place of employment for the majority of Negro slaves.

   a. 400,000 slaves lived in towns and cities in 1850.
   b. Slaves also worked on tobacco, rice, and sugar cane plantations.

2. House servants

   a. Worked in and around the plantation house.
   b. Enjoyed many privileges.
   c. Frowned upon field hands and work in the fields.

3. Field hands

   a. This group cultivated the crops.

      . Task system - each slave had a specific job.
      . Gang system - large group of slaves were told when to begin work, when to eat, and when to stop.

   b. This group was also assigned many other chores connected with running a plantation.

4. Slaves were always under the supervision of:

   a. Plantation owner
   b. Overseer
   c. Negro driver

5. The working day of the average slave was very long.

   a. Sunrise to sunset during most of the year.
   b. 18 to 20 hours each day during harvest season.
   c. Each adult slave was expected to pick at least 150 pounds of cotton per day.

6. Slaves were seldom given enough food to eat.

   a. Growing food was not important on plantations; therefore, large amounts of food had to be brought in.
   b. Each slave received a daily or weekly ration of meal and salt pork.

      (1) Weekly ration: one peck of meal and three to four pounds of meat.
      (2) Sometimes supplemented with sweet potatoes, peas, rice, syrup, and fruits.
      (3) A slave could, whenever possible, hunt, fish, and steal from the owner's supply houses.

7. Housing and clothing were often inadequate.

   a. Most slave cabins were small and uncomfortable, lacking windows, insulation, and furnishings, lack of beds being a special hardship.
   b. Owners furnished no more clothing than was absolutely necessary.

      (1) A house servant was sometimes given old clothing once owned by a member of the planter's family.
      (2) The average slave wore "Negro fabrics."
          . Jeans, linseys, kerseys, and osnaburgs for the men.
          . Calico and homespun fabrics for the women.
          . Shoes, "Negro Brogan," provided for the winter months only.

8. Urban slaves became skilled in many trades.

   a. Many slaves lived in urban areas; others were hired out by plantation owners to townspeople.
   b. The majority of Negroes worked as domestic servants, porters, and common laborers.
   c. Many slaves became carpenters, masons, mechanics, coopers, tailors, shoemakers, cabinet makers, painters, planters and seamstresses.
   d. Other urban slaves were employed in mills, iron furnaces, tobacco factories, textile mills, salt works, railroad construction work (one Negro was an engineer for ten years), river transportation, and dock work.

e. There were many slaves who were inventors:

1. Henry Blair of Maryland invented two corn harvesters.
2. Benjamin Montgomery invented a boat propeller.
3. Since slaves were not citizens, they could not be granted a patent.

9. The social life of a slave was often barren.

a. The plantation offered very little in the way of recreation.
b. Each slave looked forward to two major recreational periods.

(1) The summer lay-by: a reduction of duties at the end of the cultivation period.
(2) Christmas: a complete suspension of work.

c. The slavery system offered other periods of merrymaking, such as:

(1) John Canoe celebration
(2) weddings
(3) anniversaries
(4) dances

d. Many Negroes looked upon the church as a form of recreation.

(1) Used by whites for closer control of the slaves.
(2) Early examples of segregation.
(3) Most Negroes were influenced by the Baptist and Methodist denominations.

e. A few slaves received an education, but it was against the law to teach a slave to read and write.
f. The slave family was not recognized as an institution worthy of respect.

(1) Courtship seldom existed.
(2) Slaves were married by the owners in most cases.
(3) The master wanted slaves to bear children so he could own more slaves.
(4) The slave family could be broken up at will by the owner.

F. The relationship between the whites and Negro slaves.

1. On the whole the slave was treated as property.

a. He was used primarily for profit.
b. He was subjected to the whims and desires of owners.

2. There were many cases of miscegenation.

a. This started with Negro indentured servants living and working with white servants.
b. White men often mated with Negro women.

c. White women often mated with Negro men.
d. The children born of such mating were called mulattoes.
e. There were laws against the intermingling of the races, but by 1860 there were 411,000 mulatto slaves out of a total slave population of 3,900,000.
f. In many cases Negroes and whites married.

References:

- *Bondage*, pages 62-81, 107-124
- *Eyewitness*, pages 106-111, 114-115
- Franklin, pages 138-155

Study Questions:

1. What were some of the major differences between slavery in the ancient and medieval worlds, and slavery as it developed in the United States?
2. How were slaves first acquired?
3. What kind of people were made slaves?
4. How were slaves used in Latin America?
5. What was the social status of slaves in Latin America?
6. How did slaves form the Republic of Palmares in Brazil?
7. What was the social status of the first Negroes to arrive in the English colonies?
8. Why were there more slaves in the South than in the Middle or New England colonies?
9. Was Negro slavery profitable before the invention of the cotton gin?
10. Why were Black Codes necessary?
11. Was it true that all Negro slaves picked cotton?
12. What were the living conditions of the average slave?

Suggested Activities:

1. Have students cite examples from their World Cultures course to prove or verify this statement: Some form of slavery can be found in all ancient civilizations.

2. Have students research and write a paper on slavery during ancient and/or medieval times.

   a. Justification for slavery
   b. Acquisition of slaves
   c. Status of slaves

      (1) Social
      (2) Political
      (3) Economic

   d. Living conditions of slaves

      (1) Working conditions
      (2) Family life
      (3) Amount of freedom

3. Give the students a basic diagram showing triangular trade, and ask them to label it and explain the following:

   a. geographical areas involved
   b. products involved
   c. procedure

4. Have a group prepare a chart contrasting Latin American with North American treatment of slaves.

5. Assign a paper attacking or defending the following statement: Long ago many people accepted Negro slavery as perfectly moral, not inconsistent with religion or man's nature. Therefore, those in the slave trade and those who owned slaves should not be condemned, but merely understood.

6. Ask a student committee to research and diagram the layout of a typical Southern plantation.

7. Have students write a diary entry concerning a day in the life of a typical field slave.

8. Have the students compile a list of at least eight different slave codes.

9. Allow the class to present a program in which Eli Whitney "Faces the Nation." The class and moderator should prepare questions concerning the significance of Whitney's cotton gin to the South, to the institution of slavery, and to American history.

10. Have the students chart the changes brought by the cotton gin.

11. Ask a committee to prepare a chart or bulletin board comparing house slaves and field slaves in the following areas:

    - privileges
    - nature of work
    - living conditions
    - general attitudes

12. Ask the students to imagine that they are Northerners and have been invited to spend a week on a Southern plantation which uses a large number of slaves. They should write a letter home to their parents or to a friend describing plantation life. Half of the class could write as a Northern visitor, and the other half as a Southern or foreign visitor. Read a number of the letters to the class and discuss the differences in attitudes towards slavery.

13. Select a few students to dramatize the differences between field slaves and house slaves.

14. Conduct a discussion on the following topic: The life of a slave was degrading.

15. Have the class prepare a newspaper which reports on Southern life, featuring news of activities of free Negroes, slave resistance, and revolts.

16. Conduct a debate in which the following points of view on slavery are given:

slave owner	poor white
slave rebel	free black

17. Ask a student volunteer to present a speech which a slave revolt leader might give his followers.

18. Assign an oral report on the Haitian Revolution. After the report, discuss the relationship between the revolution and slave resistance in the United States.

19. Select a panel to research and report on the accomplishments of Southern Negroes, slave and free.

20. In a class discussion, compare and contrast the lives of plantation slaves and urban slaves.

21. Conduct a class discussion which compares the plantation slave family to the present day black ghetto family.

22. Discuss the term miscegenation with the students, touching on the following ideas:

    - mulattoes
    - social contact between blacks and whites
    - interracial marriages

23. Have students research and present evidence to support or refute the following statement: There were many cases of miscegenation during the days of slavery.

24. Using a variety of references, have students write a paper on the role of religion in the life of the slaves in America.

25. Have the students add the following terms and definitions to their vocabulary lists.

Triangular Trade	urban
overseer	rural
miscegenation	summer lay-by
manumission	ration

Evaluation:

1. Write a documented paper which discusses the development of slavery from ancient times to modern times. At least two weeks should be allowed for preparation of the paper.

2. Do the following: 1) list at least five Black or Slave Codes, 2) write a brief paragraph explaining the purpose of these codes, and 3) list at least two devices set up to effectively enforce these codes.

   Acceptable answers:

   List of Black or Slave codes:

   a. slaves could not be a party to a law suit
   b. slaves could not offer testimony except against another slave or freed Negro
   c. slaves could not make contracts
   d. slaves could not own property (some states permitted ownership of certain types of personal property)
   e. slaves could not strike a white person, even in self-defense
   f. slaves could not leave the plantation without authorization
   g. slaves could not possess firearms
   h. slaves, in some states, could not beat drums or blow horns
   i. the right of assembly was restricted except in the presence of a white person
   j. slaves could not disobey their masters without severe punishment
   k. slaves could not be taught to read and write

   Purposes of Black or Slave Codes:

   a. to insure maximum protection of the white population
   b. to maintain discipline among the slaves
   c. to keep the slaves ignorant and in awe of white power

   Devices for enforcing:

   a. slave patrols
   b. slave courts
   c. the constant visit and search of slave quarters
   d. the police power of the state and of the U.S. government
   e. the psychological brainwashing of slaves by their masters.

3. Complete the chart below. Some examples of answers are shown:

Person	Description of Life
Plantation owner	1. Administered the plantation 2. Usually well educated 3. Fairly active social life 4. Lived in a mansion, usually overlooking the plantation grounds
Overseer	1. Usually white, although some blacks became overseers 2. Aided in the supervision of the plantation 3. Had some education 4. Pay often based on the amount of production he could get from the slaves
Driver	1. Usually a slave 2. Main job was to keep other slaves working at all times in the fields 3. Usually had a better cabin, clothes, food, etc.
Field Slave	1. Most slaves fell into this category 2. Worked under supervision of owner, overseer, or driver 3. Worked under gang system or task system 4. Received only the bare necessities of life - usually housing, clothing, food of poor quality 5. Had little leisure time - worked from dawn to dark 6. Family life abnormal-often families were broken 7. Lives rigidly controlled 8. Illiterate
House Slave	1. Usually a mulatto - sometimes related to the master or a member of his household 2. Cared for the house, yard, gardens, cooked meals, drove and repaired carriages, performed personal services for the master's household

Person	Description of Life
House Slave (Continued)	3. Usually a number of highly skilled artisans and mechanics 4. Usually a little better treated (better clothes, food and more leisure time than field hands)
Slave children	1. Often separated from their mothers 2. Often did not know their fathers 3. Seldom experienced a normal family life 4. Given some task to do as soon as they were big enough

4. List at least four characteristics common to most urban slaves. Some acceptable answers are:

   a. majority worked as domestic servants
   b. usually had some type of skill
   c. were often hired out by plantation owners to townspeople
   d. faced strong opposition from white artisans
   e. enjoyed greater freedom than plantation slaves
   f. were often permitted to earn money for themselves by working extra hours (some used this money to purchase freedom)
   g. often came into contact with free blacks (who usually encouraged the slave to seek his freedom)

UNIT VI: SLAVE REVOLTS AND INSURRECTIONS

Objectives:

The students will be able to:

- **differentiate between insurrection and revolution.**
- **list and describe at least five ways in which slaves resisted their bondage.**
- **discuss the roles of the following men in the Afro-American's struggle for freedom:**
  - **a. Gabriel Prosser**
  - **b. Denmark Vesey**
  - **c. Nat Turner**

Outline:

A. Resistance to Slavery

1. Negroes were not content as slaves and expressed their resentment in many ways.
   - a. Running away
   - b. Careless work
   - c. Theft
   - d. Deliberate destruction of the owner's property
   - e. Feigning illness
2. Negroes also expressed their resentment by armed rebellion.
   - a. The success of the rebellion in Haiti was an inspiration to slaves in the United States.
   - b. There were many slave revolts in America between 1790 and 1861; three caused widespread alarm.
     1. Gabriel Prosser in Henrico County, Virginia (1800)
     2. Denmark Vesey in Charleston, South Carolina (1822)
     3. Nat Turner in Southampton County, Virginia (1831)

B. The white Southern power structure reacted to attempts by slaves to escape their bondage by passing strict slave codes.

References:

- *Bondage*, pages 51-53, 81-85, 125-128
- *Eyewitness*, pages 49, 104-105
- *Before the Mayflower*, pages 96-110, 113-126
- Franklin, pages 79-80, 155-163

Study Questions:

1. Can you define the following terms: revolt, insurrection, and revolution?
2. In what ways did slaves resist their condition?
3. Why was the Haitian revolt a success?
4. What effect did the Haitian revolution have on slaves in the United States?
5. What roles were played by each of the following men in the history of American slavery? Toussaint L'Ouverture, Gabriel Prosser, Denmark Vesey, Nat Turner.
6. Why were the rebellions of Gabriel Prosser, Denmark Vesey, and Nat Turner significant enough to cause alarm?

Suggested Activities:

1. Have selected students research and act out the roles played by each of the following men in the history of slavery:

    a. Toussaint L'Ouverture
    b. Gabriel Prosser
    c. Denmark Vesey
    d. Nat Turner

2. Have students draw cartoons depicting the struggles waged by slaves to escape their bondage.
3. Have students research the ways significant slave revolts affected people in the South.
4. Have the students add the following terms and their definitions to their vocabulary list.

emancipation	insurrection	houngan
revolt	revolution	Bon Dieu

Evaluation:

1. Write an essay and discuss at least five ways by which slaves resisted their bondage. Some acceptable answers are:

   a. they ran away.
   b. they participated in slave revolts.
   c. they used work slow down tactics.
   d. they burned barns and crops.
   e. they broke tools.
   f. they poisoned their masters.
   g. they deliberately injured themselves or pretended illness.
   h. they aided the Underground Railroad.

2. Choose the phrase which best completes the question and place the letter of that phrase on the blank provided.

   C 1. All of the following statements concerning the relationship between whites and Negro slaves are true EXCEPT: A. the slaves were treated as property, B. the slaves were subjected to the whims and desires of their owners, C. laws against miscegenation were strictly enforced, D. poor whites who suffered from competition with slave labor supported this system because it said their white skins made them superior to blacks.

   C 2. The man who had dreams of establishing a "Negro State" in Virginia was: A. Denmark Vesey, B. John Brown, C. Gabriel Prosser, D. Nat Turner

   B 3. The former slave (who planned a slave revolt) who purchased himself with money he won in a raffle was: A. Gabriel Prosser, B. Denmark Vesey, C. Nat Turner, D. Henri Christophe.

   C 4. All of the following statements about slave revolts are true EXCEPT: A. plots and revolts marked the entire history of Negro slavery in the United States, B. fear of slave revolts caused many strict slave laws (Codes) to be passed, C. only a few land based slave revolts ended in success, D. slave revolts had practically no chance of success since the armed might of white society was directed against them.

   D 5. All of the following statements about Nat Turner are true EXCEPT: A. he was deeply religious and saw visions, B. his revolt occurred in Southampton County, Virginia, C. close to sixty whites were killed in his revolt, D. Turner was shot to death in a swamp.

C 6. All of the following statements about Denmark Vesey are true EXCEPT: A. his revolt was to take place in Charleston, South Carolina, B. he was educated and could speak several languages, C. his organization was too loose and too many people knew his plan, D. the revolt was broken up before it really got started.

B 7. All of the following statements about Nat Turner are not true EXCEPT: A. southern whites were so frightened that they took no action against blacks, B. Nat Turner was not captured for almost two months after his revolt was put down, C. this revolt did not cause much concern in the South, D. when he was finally captured Turner pleaded for his life.

UNIT VII: FREE NEGROES BEFORE THE CIVIL WAR AND THE ABOLITION MOVEMENT

Objectives:

The students should be able:

- to differentiate between the terms indentured servant and slave.
- to discuss five ways through which Negroes gained their freedom.
- to document the fact that there were black slaveholders.
- to compare the lives of free Negroes in the South with those in the North.
- to name at least ten free blacks and describe the contributions each made to American life and history.
- to discuss the role of the black man and Negro organizations in the anti-slavery movement during the 18th Century.
- to identify and discuss the role of the following black men in the 19th Century abolition movement:

  a. David Walker
  b. Frederick Douglass
  c. Charles Remond
  d. Henry Highland Garnet
  e. William Wells Brown
  f. Sojourner Truth

- to list the names and publishers of at least three abolitionist newspapers.
- to name at least five white abolitionist leaders and describe the role each played in the abolition movement.
- to write an essay concerning the Underground Railroad in which the following subjects are discussed:

  a. the purpose
  b. the leaders
  c. how it operated
  d. its significance to the slaves

- to list a number of the direct and indirect results of the abolitionist movement.
- to discuss some of the arguments used by slaveholders to defend the institution of slavery.

Outline:

A. Indentured Negro Bondsmen

1. At first, indentured servitude carried no implication of racial inferiority (whites were indentured servants also).

2. A number of Negro indentured servants received their freedom following an agreed upon number of years of labor.

   a. Some became landowners
   b. Some became slaveholders
   c. The first runaway slave case in Virginia involved a Negro master

B. Comparison of the free and slave population of the United States, 1790-1860,[1] from *The Progress of the Afro-American*, by John Patrick, Benefic Press, 1968.

Year	Slave	Free Negro	Free White
1790	697,631	59,577	3,172,006
1800	893,602	108,435	4,306,446
1810	1,191,362	186,446	5,862,073
1820	1,538,022	233,634	7,866,797
1830	2,009,043	319,599	10,537,378
1840	2,487,355	386,293	14,195,805
1850	3,204,313	434,495	19,553,068
1860	3,953,760	488,070	26,922,537

C. Reasons for the growth of the free Negro population

1. Loyal service in American wars by slaves often meant freedom when war ended.

2. Manumission

   a. Slave owners sometimes granted freedom to their slaves.
   b. Later all Southern legislatures outlawed manumission.

3. A number of Negro slaves purchased freedom for themselves and their families.

4. Escape to free soil

5. Legislative action

6. Acquisition of new territories

7. Occasionally by immigration

8. Born to free parents

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[1](Reproduced with permission of the publisher.)

D. Free Negro Slaveowners

1. By 1830, 3,777 Negroes owned slaves.

2. 10,260 Negro slaves were owned by Negroes, mainly in Louisiana, Maryland, North Carolina, South Carolina, and Virginia.

   a. These slaves were usually relatives of the slaveholder.
   b. Often these slaves were freed or were permitted to work their way out of bondage.

E. The free Negro in the South

1. The free Negro usually was subject to strict regulations.

2. His liberties were curtailed by laws and traditions.

   a. He was seen as a danger to slavery.
   b. Southern and Northern slaveholders preferred that free Negroes leave the country.
   c. Free Negroes could not own firearms, dogs, firelocks, or poisonous drugs in most states.
   d. Free Negroes were required to pay taxes.

3. The free Negro was not a citizen of any Southern state after 1834.

   a. He was required to carry and show his freedom papers to demonstrate that he was not a slave.
   b. He could not belong to the militia or serve on a jury.
   c. He could not vote or hold office.

4. Life in the cities was more favorable for the free Negro than life in rural areas.

   a. Most free Negroes were mechanics and artisans; some owned property.
   b. Among these free city Negroes, social lines were as strongly drawn as between whites and blacks.

5. The free Negro faced constant dangers and hardships.

   a. His freedom was in constant jeopardy and he was often forced back into slavery.
   b. Some states required the removal of slaves who became free (an attempt to restrict the number of free Negroes).

6. The church became deeply important for Negroes, giving strength and meaning to their lives. Most of them worshiped in Baptist and Methodist churches.

F. The free Negro in the North

1. White attitudes and behavior toward free Negroes.

   a. Accepted without question Negroes' innate inferiority.
   b. Whites were hostile, discriminatory, and abusive to Negroes.

      1. Whites opposed any form of social equality (many states had Black Laws which limited Negro rights).

         a) They favored segregated schools and churches.
         b) They were both anti-slavery and anti-Negro.

      2. Whites had animosity for Negroes who competed with white workers.

2. Negroes faced many obstacles and were forced into slums. Some obstacles:

   a. white prejudice
   b. poverty
   c. illiteracy
   d. lack of education
   e. lack of employment opportunities

3. Life of a free Negro

   a. He usually was confined to unskilled jobs.
   b. Some Negroes learned trades or professions: barbers, carpenters, bricklayers, dentists, doctors, architects, lawyers, etc.
   c. He was free, but not free in the true sense.

      1. He could own property and engage in certain businesses; free Negroes in New York in 1837 owned taxable real estate valued at $1,400,000 and had $600,000 on deposit in savings banks.

      2. Schools were segregated in all states except in Massachusetts after 1855.

      3. Negroes voted in some states (mostly in New England).
      4. Negroes were practically defenseless before the law.

4. Most free blacks rejected colonization projects and many became abolitionists.

5. Free Negroes played a significant role in American history.

   a. In early American history

      1. Crispus Attucks - martyr for independence
      2. Jean Baptiste Pointe Du Sable - Chicago's first settler
      3. Benjamin Banneker - mathematician and inventor
      4. Paul Cuffe - early businessman and colonizer
      5. Prince Hall - fraternal leader
      6. James Forten - businessman and abolitionist

7. David Walker - abolitionist
8. Sojourner Truth - abolitionist
9. Frederick Douglass - abolitionist

b. Science and industry

1. Henry T. Blair - inventor
2. Norbert Rillieux - inventor
3. James Derham - medicine
4. David J. Peck - medicine
5. John V. DeGrasse - medicine

c. Religion

1. Lemuel Haynes
2. Richard Allen
3. James Varick
4. John Chavis
5. Alexander Crummell

d. Education - Charles C. Andrews
e. Literature and the Arts

1. Jupiter Hammon
2. Phillis Wheatley
3. William Wells Brown
4. Ira Aldridge
5. Robert Duncanson

6. Free blacks made contributions to all phases of American life.

G. The early abolitionist impulse

1. Negro participation in the abolition movement prior to the Revolutionary era was strong, but not widespread.

a. Negro slaves in Massachusetts brought actions against their masters for one of their inalienable rights, freedom.
b. During the Revolutionary War, Negroes petitioned the state and federal governments to outlaw the slave trade and to initiate a program of general emancipation.

2. There were a few Negroes who gained distinction as fighters for Negro freedom before 1800.

a. Prince Hall
b. Benjamin Banneker
c. Absolom Jones

3. Negro organizations also gained distinction as fighters for Negro freedom before 1800.

   a. Free African Society of Philadelphia
   b. African Baptist Church
   c. African Methodist Church
   d. Prince Hall's Negro Freemasons

H. Negro abolitionists after the Revolutionary War

1. Many Negroes took an active part in the Abolitionist Movement.

   a. 1829 - David Walker printed his militant anti-slavery pamphlet, *The Appeal.*
   b. 1829 - Robert A. Young published his anti-slavery pamphlet, *Ethiopian Manifesto.*
   c. Six Negroes served in the first board of managers of the American Anti-Slavery Soceity organized in 1833.

      1. Peter Williams
      2. Robert Purvis
      3. George B. Vashon
      4. Abraham Shadd
      5. James McCrummell

   d. Many Negroes became prominent agents and speakers for anti-slavery societies.

      1. Frederick Douglass
      2. Theodore S. Wright
      3. Willam Jones
      4. Charles L. Remond
      5. Sarah Remond
      6. Frances E.W. Harper
      7. Henry Foster
      8. Henry Highland Garnet
      9. William Wells Brown
      10. Sojourner Truth

   e. There were many black abolitionist newspapers before the Civil War.

      1. *Freedom's Journal,* published by Samuel Cornish and John Russwurm.
      2. *Rights of All,* published by Samuel Cornish.
      3. *Weekly Advocate,* published by Samuel Cornish.
      4. *Colored American,* published by Samuel Cornish, Charles B. Ray, and Phillip A. Bell.
      5. *National Watchman,* edited by William G. Allen and Henry Highland Garnet.
      6. *Mirror of Liberty,* published by David Ruggles.
      7. *North Star,* published by Frederick Douglass.

2. Negroes established and participated in many anti-slavery organizations to protest the slave system.

   a. American Anti-Slavery Society
   b. Knights of Liberty in St. Louis
   c. Massachusetts Anti-Slavery Society
   d. New England Anti-Slavery Society
   e. Others

3. Many black abolitionists became such good speakers that they were chosen to seek support for American abolition in Europe.

   a. Frederick Douglass
   b. William Wells Brown
   c. Ellen and William Craft
   d. Charles and Sarah Remond
   e. Alexander Crummell

4. There were many white abolitionists who worked to end the existence of slavery in the United States.

   a. William Garrison
   b. Theodore Weld
   c. James G. Birney
   d. Lewis Tappan
   e. Levi Coffin
   f. John Brown

I. The Underground Railroad

1. The name Underground Railroad was coined after 1831.

   a. One version of how the movement got its name concerns an escaped slave, Tice Davids.
   b. When Davids could not be found after crossing the Ohio River, his master said he must have "gone off on an underground railroad."

2. The Underground Railroad became well organized with stations, conductors, and means of conveyance.

   a. Most of the escaped slaves traveled by land and during the night.
   b. The fugitive slaves were guided by the North Star, tributaries of the Ohio and other rivers, and by mountain chains.
   c. Communication between stations was carried over the grapevine telegraph.
   d. Most of the Underground Railroad lines began on plantations and led directly north.

3. There were many Negro conductors and workers on the Underground Railroad

   a. Harriet Tubman
   b. Jane Lewis
   c. John Parker
   d. Josiah Henson
   e. Elijah Anderson
   f. William Mitchell

4. Many whites worked on the Underground Railroad as conductors and other officials.

   a. Levi Coffin
   b. Calvin Fairbanks
   c. John Fairfield

5. It has been estimated that between 1810 and 1850, 100,000 slaves gained their freedom with the help of the Underground Railroad.

J. At the height of the Abolition Movement, the slaveholders always had their defenders.

   1. Edward Brown
   2. Thomas Dew
   3. George Sawyer
   4. George Fitzhugh

K. Results of the Abolitionist Movement (direct and indirect results)

   1. Formation of the Republican Party
   2. John Brown's Raid
   3. Dred Scott Decision
   4. The election of Abraham Lincoln
   5. Secession of slave states from the Union

Referernces:

- *Bondage,* pages 81-82, 87-88, 129-136, 138-154
- *Eyewitness,* pages 95-96, 100, 138-144, 162-167
- *Before the Mayflower,* pages 72, 141-148
- Franklin, pages 164-213

Study Questions:

1. What were the various ways through which Negroes gained their freedom?

2. In what respect was the condition of free Negroes like that of the slaves? In what respect like that of the whites?

3. Why did some free blacks own slaves?

4. What was the relationship between poor whites, slaves, and free Negroes in the South?

5. Can slavery and freedom long exist together without conflict?

6. What effect did slave revolts like that of Nat Turner have on the conditions of free Negroes in the South?

7. Were there any prosperous free Negroes in the South?

8. What was the chief inconsistency of the government in dealing with free Negroes?

9. What were the differences between the rights of free blacks and those of whites in the North?

10. Public opinion with respect to the Negro was sometimes as effective as law. Discuss this statement.

11. List some specific contributions made by the free Negro to American society.

12. What methods did Negroes use to fight the slave system before 1800?

13. Why did the Abolitionist Movement gain strength during the years before the Civil War?

14. What were the contributions of Negroes to the Abolitionist Movement?

15. Describe the mechanics of the Underground Railroad.

16. How did slaveholders justify the existence of slavery?

Suggested Activities:

1. Give students proper data and have them construct a line or bar graph showing the free and slave population of the United States between 1790 and 1860, which shows:

   a. free white population
   b. free black population
   c. slave population

2. Pass out dittos of section B, page 54 (chart comparing the free and slave population of the U.S., 1790-1860) for oral class discussion.
   Suggested questions are:
   Based upon your knowledge of U.S. History:

   a. Why did the slave population increase even though African slave trade was prohibited by law in 1808?

b. Why did the free white population increase?
c. Why did the population of free Negroes increase?
d. In your opinion, is there any significant reason why the population of free Negroes just about doubled between 1790 and 1800?

3. Ask students to imagine themselves to be free Negroes. Have them create the setting in which these Negroes discuss the various ways they obtained their freedom. Students should consider the following:

   a. participation in wars
   b. manumission
   c. self-purchase
   d. escape
   e. legislative action
   f. acquisition of new territories
   g. born to free parents

4. Conduct a debate in which students discuss the pros and cons of slave-holding by Negroes.

5. Have students write a paragraph or two in which they compare the life of a free slave in the South in the early 1860's with that of a Northern free Negro.

6. Have students discuss the question: Were the free Negroes of the South really free? Students should give specific evidence to support their arguments.

7. Have students debate the following statement: Free Negroes living in the North were better off than the free Negroes living in the South.

8. Have students write a position paper on the following statement: The Christian Church, having prostituted itself to slavery, is largely responsible for the social and racial unrest today.

9. Have the class chart the differences between the rights of free blacks and those of whites in the North.

10. Have students list some of the specific contributions made by free Negroes to American society.

11. Following is a list of suggested questions for class discussion:

    1. What was the relationship among poor whites, slaves, and free Negroes in the South?
    2. How were many Northerners dependent upon a system of Southern slavery?
    3. How did this dependency affect their attitudes towards abolitionists, slavery, and Northern free Negroes?
    4. What types of discrimination were experienced by free Northern Negroes?
    5. Would a Northern free black be right in feeling discouraged or angry?
    6. What evidence is there that Northern Negroes did not accept discrimination and segregation?

12. Have students compile a list of at least five black and white abolitionists and note how each contributed to the Abolition Movement.

13. Have a committee of students write and act out a skit in which they demonstrate how abolitionists and slaves worked together in helping slaves to escape.

14. Ask a committee to do library research and write a report on Negro freedmen organizations which were founded before 1800. Have them compare and contrast their goals, methods, and results to one of our present day civil rights groups.

15. Assign ten students in each class the name of an abolitionist (black and white) to role play. Have the class identify from the dialogue the name of the abolitionist being portrayed.

16. Discuss the Underground Railroad. Be sure students understand such terms as: passengers and packages, stations, tracks, conductors, trains, North Star, fugitive slaves, grapevine telegraph.

17. Instruct students to imagine themselves to be runaway slaves who have been helped by the Underground Railroad to escape to the North. Have them write a description of the experiences encountered during this escape.

18. Cryptogram: Below are four statements which are written in code. Each statement is in a different code. When the code is broken the statement will make sense. Give the following clues for statement one: All S's are O's, and all A's are T's.

    1. BSUA SJ AIK KUODRKG UMDXKU AVDXKMKG CN MDEG DEG GJVTEL AIK ETLIA
       Most of the escaped slaves traveled by land and during the night.

    2. ARVCSQ ASBS LWOM LTMWVCVMDVQCQ
       Whites were also abolitionists

    3. EKPMRMBQ WCHBQW JQAQ PKMLQL DI RFQ GNARF WRHA
       Fugitive slaves were guided by the North Star.

    4. BUR NXPROJOAZXP OIYVOAIP CORRP BUAZEIXPE AC EVIKRE
       The Underground Railroad freed thousands of slaves.

19. Have one half of the class construct a newspaper from the abolitionist point of view; have the other half construct a newspaper from the pro-slavery point of view. It is suggested that the newspaper should be started at the beginning of the unit and completed by the end of the unit. Individual class members could be given a grade based upon the quality of their contributions to this project.

20. Have the students write a letter from an abolitionist disclosing the dangers he faced in speaking against slavery.

21. Select student committees to research and report on several defenders of slaveholders, such as: Thomas Dew, George Fitzhugh, and John C. Calhoun. Ask the committee members to list and analyze the arguments of these slave defenders.

22. Encourage students to draw cartoons on any of the following topics:

    a. escape from slavery (Underground Railroad)
    b. abolitionists attacking slavery
    c. white Southerners defending slavery

23. Ask students to tell in a few sentences how each of the following topics can be related to the abolitionist movement:

    a. formation of the Republican Party
    b. "Bleeding Kansas"
    c. Dred Scott Decision
    d. John Brown's Raid
    e. election of Abraham Lincoln
    f. secession of the slave states from the union

24. Form a student committee to write and act out a skit concerning the Dred Scott Decision.

25. Some suggested questions for class discussion:

    a. The Fugitive Slave Law (1850) set the stage for the Civil War. Explain why you agree or disagree.
    b. Were Negroes justified in arming themselves to fight off slave-catchers?
    c. Considering the economic interests and ideology of the people involved, could the slavery issue have been settled at any point before 1860? If your answer is "yes," explain when and how.
    d. Black people have often regarded John Brown as their hero more so than Abraham Lincoln. Do you agree with this evaluation of the two men?

26. Have a student or a committee of students research and present to the class a report on Hinton Helper and his book, *The Impending Crisis*. The report should include such things as:

    a. Helper's philosophy on slavery.
    b. the reaction to his view by white Southerners.
    c. student reaction to Helper's point of view.

27. Have students write a letter from John Brown, explaining his reason for attacking Harper's Ferry.

28. Have students add these words and their definitions to their vocabulary list:

innate	illiteracy	Underground Railroad
inferiority	free papers	colonization
hostile	citizens	fugitive
abusive	abolitionist	
animosity	emancipation	

Evaluation:

1. Write an essay and discuss at least five ways through which Negroes gained their freedom. Some acceptable answers are:

   a. through legal service in American wars
   b. through manumission
   c. through self-purchase
   d. by running away to free soil
   e. through legislative action
   f. being born of free parents
   g. occasionally by immigration

2. Document the fact that there were black slaveholders by citing the names, the state in which they resided, and the number of slaves of at least two black slaveholders. Acceptable answers are:

   a. Cyprian Ricard - Louisiana - 91
   b. Benjamine O. Taylor - Virginia - 71
   c. Charles Rogues - Louisiana - 47
   d. Marie Metoyer - Louisiana - 58
   e. Martin Donatto - Louisiana - 75

3. Given the following chart, compare the free Negro in the North and the free Negro in the South by filling in the chart with at least four acceptable comparisons.

COMPARISON OF FREE NEGROES IN THE NORTH AND SOUTH

North	South
1. Some degree of freedom; could own property, businesses, could vote, go to school.	1. Subject to strict regulations by laws and customs.
2. In some states had certain citizenship rights.	2. Not considered a citizen of any state (Had to carry free papers at all times.)
3. Could attend schools, but usually segregated schools.	3. Was not allowed to attend school to become educated.
4. Were looked upon as innately inferior and therefore unwelcome.	4. Looked upon as a danger to slavery and was therefore unwelcome.
5. Usually confined to unskilled jobs.	5. Usually skilled (artisan, mechanic)
6. Faced many obstacles and were forced into slums.	6. In constant jeopardy of being sent back into slavery.
7. Their church was usually Baptist or Methodist.	7. Their church was usually Baptist or Methodist.
8. Faced hostility from white workers.	8. Faced hostility from white workers.

4. Match the name of the person in Column II with the brief biographical sketch in Column I.

Column I			Column II
M	1.	I invented an evaporating pan which revolutionized the sugar industry.	A. Prince Hall B. Richard Allen C. Benjamin Banneker D. Phillis Wheatley E. Lemuel Haynes F. James Derham G. Frederick Douglass H. Harriet Tubman I. Sojourner Truth J. James Forten K. Paul Cuffe L. David Walker M. Norbert Rillieux N. Martin Delaney
B	2.	I was a Philadelphian who, along with Absolom Jones, organized the AME church.	
L	3.	In 1829 I wrote a pamphlet urging slaves to revolt.	
I	4.	Although illiterate, I was a leading spokesman for abolition and women's rights.	
A	5.	I organized the first Negro Masonic lodge.	
H	6.	I was the most successful conductor on the Underground Railroad.	
C	7.	I was an astronomer, mathematician, and one of the men commissioned to lay out the nation's capitol.	
F	8.	I was an outstanding post-Revolutionary doctor.	
J	9.	I was a wealthy Philadelphia businessman who employed blacks and whites in my factory.	
D	10.	I was an internationally known poetess who was the second American woman to publish a volume of poetry in America.	
G	11.	I was the outstanding black abolitionist leader and an advisor to presidents.	
E	12.	I fought in the American Revolution and later became pastor to an all white congregation.	
K	13.	I was the wealthy New England businessman who used my own funds to carry Negro settlers to Africa.	
N	14.	I studied medicine and law at Harvard and became a high ranking officer in the Civil War.	

5. Write a brief paragraph in which you discuss the role of one of the following men:

Prince Hall, Benjamin Banneker, Absolom Jones, Richard Allen and one of the following organizations:
Free African Society, African Baptist Church, African Methodist Church

OR

Negro Freemasons in the anti-slavery movement during the 18th Century.

Some acceptable answers are:

Prince Hall: organizer of the first Freemanson's organization; reacted to the fact that white Freemason lodges did not want to accept members.

Benjamin Banneker: brilliant writer, mathematician, scientist; spoke out against slavery and wrote letters to whites in high places urging that blacks be given the opportunity to make positive contributions to American society.

Absolom Jones and Richard Allen: organized the Free African Society to protest the discriminatory practices within white churches; founders of African Methodist Episcopal Church.

Institutions: A general statement could be: After having made early attempts to be integrated into the political, economic, and social life of the nation, and being rejected at every turn, the only alternative for black people was to create institutions of their own. These institutions, in general, attempted to join black people together, to give them leadership experiences, and the opportunity of working together for a common cause. These black institutions made a considerable effort to become positive contributing factors in the general development of the nation. Black people were determined to carve out their place in America's ever changing civilization.

6. Given the following statements concerning the participation of the black man in the 19th Century Abolition Movement, place an X in front of those statements that are true and an O in front of those that are false.

David Walker:

O Should be classified as an "Uncle Tom" if he were alive today.
X Mysteriously disappeared one year after his *Appeal* was published.
X Urged slaves to use violence if necessary to gain their freedom.

Frederick Douglass:

O Believed that abolitionists should stay out of politics.
X Is generally recognized as the outstanding black man in the Abolition Movement.
O Published a famous abolitionist newspaper known as *Freedom's Journal*.

Charles Remond:

X Was the first Negro to take the platform as a professional anti-slavery lecturer.
O Never abandoned his theory of non-violence and was always against slave revolts.
X Had never personally experienced slavery.

William Wells Brown:

X Was the first Afro-American to write a novel and a play.
X Was a former runaway slave who became a conductor on the Underground Railroad.
X Was a world traveler, and a speaker for women's rights, peace, temperance, and abolitionist causes.

Henry H. Garnet:

X Called for massive slave revolts as the best way to end slavery.
O Had very little formal education.
X Had been a slave but escaped to the North.

Sojourner Truth:

O Was called the "Moses of her people."
X Was an able speaker on women's rights and abolition in spite of her inability to read and write.
O Had never experienced the hardships of slavery.

7. Name and list the publishers of at least three abolitionist newspapers. Some acceptable answers are:

Freedom's Journal, published by Samuel Cornish and John Russwurm
Weekly Advocate, published by Samuel Cornish
National Watchman, edited by William G. Allen and Henry H. Garnet
Mirror of Liberty, published by David Ruggles
North Star, published by Frederick Douglass
The Liberator, published by William Lloyd Garrison

8. Given the following series of incomplete statements, fill in the name of the abolitionist that BEST completes the statement.

1. William Lloyd Garrison publicly burned a copy of the Constitution - "a blood-stained document" - because it regarded humans as property.

2. Levi Coffin was an Indiana Quaker and banker who used his Newport home as a station for runaway slaves and became known as the "President of the Underground Railroad."

3. Wendel Phillips was a Boston aristocrat who joined the abolitionists after seeing William Lloyd Garrison almost lynched by a mob. He later became one of America's greatest orators and radical reformers.

4. James G. Birney an Alabama slaveholder who had become an abolitionist, led a large number of western Negroes and whites away from Garrison and into the Liberty Party.

5. Elijah Lovejoy, a minister, was driven from Missouri because of his anti-slavery activity and later was killed by an Illinois mob.

6. John Brown believed he was chosen by God to deliver the black man from slavery. His attempt to capture the Federal arsenal at Harper's Ferry ended in failure and he was tried, convicted, and hanged for treason.

7. Harriet Beecher Stowe wrote the novel, *Uncle Tom's Cabin*, a book which influenced many whites to join the abolition movement.

8. Theordore Dwight Weld, a minister who wrote *Slavery As It Is*, is generally credited with converting more people to the cause of abolition than any other single individual.

9. Write an essay concerning the Underground Railroad. Discuss the purpose of least two leaders, how it operated, and its significance to slaves. Some acceptable answers are:

Purpose: aiding runaway slaves reach free soil.
Leaders:

Harriet Tubman - the outstanding conductor
Levi Coffin - a station master sometimes called the "President of the Underground Railroad."

William Still - a station master, wrote the book *The Underground Railroad.*
Calvin Fairbanks - a white conductor.

Operation:

a. Conductor (led slaves) (passengers or parcels) away during the night.
b. they traveled the back country roads (tracks) sometimes in large farm wagons (trains) which could conceal and carry a number of fugitive slaves.
c. during the day they stayed in homes, barns, etc., (stations) where they were fed and rested.
d. traveled this way until they reached free soil - sometimes Canada.

Significance to Slaves: enabled thousands to gain their freedom.

10. Given the following list, determine which were direct or indrect results of the Abolition Movement by using the following symbols: D = direct results, and I = indirect results.

I Formation of the Republican Party.
D Formation of the Liberty Party.
I Dred Scott Decision.
D John Brown's Raid.
I Election of Abraham Lincoln.
D *Uncle Tom's Cabin* was written and published.
I The Civil War.
D Formation of the Underground Railroad.

11. List at least three arguments used by slaveholders to define the institution of slavery. Some acceptable answers are:

1. slavery was sanctioned by Biblical history.
2. slaves were better off than Northern industrial workers.
3. the plantation economy was not suited to a free labor system.
4. the white race was superior and the black race was inferior.
5. slavery was the natural condition of the black man.

UNIT VIII: CIVIL WAR AND RECONSTRUCTION

Objectives:

The student should be able to:

- discuss the attitude of the govenment towards black participation when the Civil War began.
- write a paragraph describing Lincoln's position concerning the Civil War.
- analyze the Emancipation Proclamation as a military weapon and as a moral weapon.
- analyze the Gettysburg Address in terms of its significance to the Negro.
- document the participation of the Negro in the Civil War on the Union and Confederate sides.
- discuss at least four hardships experienced by most black Union soldiers.
- write an essay explaining the significance of black participation to the Union victory.
- discuss the significance of the Civil War to the Negro.
- list and describe problems faced by the freedmen in the following areas: economic, political, social, psychological.
- explain the purpose of the 13th, 14th, and 15th Amendments and their significance to Negroes.
- name at least six black leaders and describe the role of the black man in Reconstruction government.
- list at least five accomplishments of Reconstruction governments.
- compare the corruption of the Reconstruction governments with corruption on the national scene.
- write a paragraph evaluating the statement: Reconstruction failed the Negro.

Outline:

A. Civil War: A war to preserve the Union

1. Negroes were barred from participating in the first part of the war because of the following reasoning on the part of whites:

   a. Negroes would demand political and social equality because of their war services.
   b. Negroes would not make good soldiers or sailors.
   c. Negro enlistment would alarm loyal slaveowners in border states.

2. Both Confederate and Union officials used Negroes in their camps as laborers and servants to release white soldiers for combat.

3. Events of the war forced the government to lift its ban on Negro enlistment.

   a. October, 1861 - the War Department authorized the arming of a few ex-slaves.
   b. May, 1862 - General David Hunter began to recruit an all Negro regiment (ordered to disband the group later).
   c. Late in 1862 - President Lincoln permitted some Negroes to enlist in the armed forces.

B. Civil War: A war to end slavery

1. By the middle of 1862, slavery had been abolished in Washington, D.C., and in federal territories, and provisions had been made to free runaways reaching the Union lines.

2. The Emancipation Proclamation was both a moral and a military weapon.

   a. In July, 1862, President Lincoln began to compose the first draft of the proclamation.
   b. In September, 1862, after victory at Antietam, Lincoln issued a preliminary proclamation announcing plans for emancipation.

      1. On January 1, 1863, an Emancipation Proclamation would be issued.
      2. It would declare that all slaves in states then in rebellion against the United States would be freed.
      3. Should a seceded state return to the Union before New Year's Day, it would no longer be in rebellion.

   c. On January 1, 1863, President Lincoln signed the Emancipation Proclamation.

      1. It gave freedom to all slaves in regions not under federal control.
      2. It asked the freed slaves to work for wages.
      3. It asked the freed slaves not to commit acts of violence against their former masters.
      4. It urged the freed slaves to enlist in the armed forces.

C. The participation of the Negro in the Civil War

1. 1862 - Robert Smalls and eight other Negroes seized the Confederate steamer, "The Planter."

   a. He turned the ship over to the Union.
   b. Smalls became a colonel in the United States Colored Troops.

2. 1862 - Negro Native Guards of Louisiana organized and joined the Union forces.

3. June 7, 1863 - 800 Negroes fought 300 whites at Milliken's Bend.

4. 1863 - at Port Huron, the First (free Negroes) and Third (freedmen) Louisiana Native Guards fought the Confederates.

5. 1863 - Kansas Colored Volunteers formed.

6. July 30, 1868 at Petersburg - eight Negro regiments cut through Confederate lines.

7. Many Negro regiments served with distinction:

   a. Nashville, Tennessee - 14th, 17th 18th, and 44th Regiments
   b. 12th, 13th, and 100th Regiments of the regular United States Army
   c. Massachusetts - 54th and 55th Regiments

8. The number of Negroes that served the Union:

   a. 186,000 Negro soldiers
   b. 29,511 Negro sailors
   c. 50,000 Negro soldiers and sailors died
   d. Between 75 to 100 Negroes were officers (the highest ranking Negro officer was Lieutenant Colonel Alexander T. Augustana)

9. Twenty-one Negroes were Congressional Medal of Honor winners.

10. Other Negro participants in the war:

    a. Jacob Dodson
    b. Sergeant William H. Carney
    c. Andre-Calilloux
    d. Decatur Dorsey
    e. Harriet Tubman

D. Negro troops were forced to fight both the war and discrimination.

1. Negroes were assigned to segregated regiments.

2. Until 1864, Negroes received less pay than white soldiers.

3. Negroes taken as prisoners by the Confederates were subjected to harsh punishments.

4. Negro regiments were generally led by white officers who usually treated Negro troops with contempt.

5. Most Negro officers were doctors and chaplains.

E. Negroes played a significant role in the Union victory.

F. Negro slaves were important to the South's war effort as:

1. laborers

2. servants

G. Over 200,000 Negro civilians were employed by the Union Army.

H. The significance of the Civil War to the Negro

1. End of 250 years of Negro slavery

2. The beginning of Reconstruction (a move toward the fulfillment of the American dream for the Negro)

I. Negroes faced many problems in the North and South after the Civil War:

1. social

2. economic

J. There were great efforts on the part of all governments to solve the problems of Reconstruction.

1. Black Codes: Southern governments

2. Presidential Reconstruction: Presidents Lincoln and Johnson

3. Congressional Reconstruction: U.S. Congress

4. Freedman's Bureau: U.S.Congress

5. The Civil Rights Act of 1875: U.S.Congress

K. The civil rights amendments helped to establish the position of the Negro in society.

1. Thirteenth Amendment

2. Fourteenth Amendment

3. Fifteenth Amendment

1. Negroes held the positions of congressmen, lieutenant governors, superintendents of schools, state treasurers, sheriffs, policemen, and judges.

2. There were two Negro senators and fourteen Negro representatives in the U.S. Congress.

3. Some of the Reconstruction leaders:

   a. Blanche K. Bruce (Mississippi)
   b. P.B.S. Pinchback (Louisiana)
   c. John Roy Lynch (Mississippi)
   d. Henry MacNeal Turner (Georgia)
   e. Joseph Rainey (South Carolina)
   f. Hiram Revels (Mississippi)
   g. John Mercer Langston (Virginia)

4. Negroes voted for the first time in the elections of 1867-68.

5. Negroes never had complete control of Southern legislatures.

   a. Only in South Carolina did Negroes have a majority (lower house).
   b. Louisiana - Negroes held 50% of the seats.
   c. Mississippi - carpetbaggers had the majority.

M. Reconstruction governments compiled a long list of reforms.

1. New services for the public were initiated.

2. Free public schools for all children were established.

3. Public hospitals and asylums for the deaf, dumb, and blind were established.

4. Old age homes were built.

5. Roads, bridges, and public buildings were built.

6. The new governments constructed more railroads.

7. Tax laws were revised.

8. The voting base was broadened.

N. Corruption of Reconstruction governments was a part of the national scene.

O. The Southern whites react to Reconstruction.

1. Formation of the Ku Klux Klan

2. Use of violence and threats of violence against Negroes and their white allies.

3. The formation of the "Solid South" (Democrats)

4. As a result of Southern reaction, white Democrats were able to re-establish home rule in the South.

P. Reconstruction failed the Negro.

1. The election of 1876 ended Reconstruction.

2. The withdrawal of federal troops from the South left the Negro without protection.

3. The rule of white supremacists was re-established with the consent of the federal government.

4. Northerners and Republicans lost their interest in the problems of the Negro.

5. Negroes were abandoned before they could establish a firm economic and polictical base.

References:

- *Bondage*, pages 155-161, 169-217
- Franklin, pages 214-276

Study Questions:

1. Why were Negroes barred from enlisting in the Union Army during the first two years of the Civil War?

2. Why did Lincoln issue the Emancipation Proclamation?

3. Did Negro troops play an important role in the Civil War?

4. What disadvantages did Negro soldiers encounter?

5. Why was the Civil War important to the Negro?

6. What efforts were made by Reconstruction governments in the South to preserve their old way of life?

7. What did the federal government do to help the freedmen?

8. What parts did Negroes play in Reconstruction governments? Were these governments able to achieve any lasting reforms?

9. How did the Southern whites re-establish home rule?

10. Explain how Reconstruction failed the Negro.

Suggested Activities:

1. Have the class draw a chart depicting events that led to the Civil War.

2. Have students debate the question: Was the Civil War fought to preserve the Union or was it fought to end slavery?

3. Ask a student committee to research and list in chronological order the events that eventually forced the government to lift its ban on Negro enlistment.

4. Have students report on the causes and results of the Emancipation Proclamation.

5. Encourage students to read and analyze the Emancipation Proclamation and find evidence to prove or refute the statement: The Emancipation Proclamation was both a moral and a military weapon.

6. Plan a debate on emancipation, with students taking the part of Lincoln, Douglass, a Confederate leader, and a Negro slave.

7. Have students evaluate the significance of the Emancipation Proclamation for the Negro, keeping in mind the following question: Did the Emancipation Proclamation really end slavery? Students should be able to document their answers with specific evidence.

8. Have the class read and discuss the Gettysburg Address. Have students draw conclusions to:

   a. Why the Gettysburg address is one of America's most treasured documents.
   b. The significance of Lincoln's words to the black man in America.

9. Form a committee to report on Negro contributions to the Union cause. Reports should include:

   a. the role of the Negro slaves
   b. the role of the Negro troops
   c. the role of the Negro leaders
   d. the role of Negro spies

10. Have students list and discuss the discriminatory practices and hardships encountered by black soldiers during the Civil War.

11. Have students compare and contrast the points of view of both blacks and whites on Negro participation in the Civil War; in the Vietnam conflict.

12. Conduct a student "Meet the Press" interview with a black soldier focusing on his war experiences, fight for equal treatment, feelings about the freeing of slaves, and attitudes towards both the Confederate and federal governments.

13. Have a student committee research and report on the anti-Negro riot in New York City in 1863. The report should bring out a description of the riot, and the reasons why most historians have told us so little about it.

14. Assign a documentation of the truth or falseness of the following statement: Negro slaves were important to the South's war effort.

15. Have students research a number of Black codes put into effect immediately following the war. In a brief paragraph, ask them to tell how those codes violated certain basic American ideals.

16. Select a student to chart the various social, political, and economic problems the newly freed slaves had to face following the Civil War.

17. Choose a committee of students to prepare a bulletin display listing the 13th, 14th, 15th Amendments, and showing the effect of these amendments on the life of the black man. Ask for evidence to show that these amendments are being enforced today, or that these amendments are not being enforced today.

18. Divide the class into groups. Ask each group to write a letter from the South expressing one of these views: freedman, ex-Confederate, Northern officer on duty in the South, Ku Klux Klansman.

19. Select a panel to discuss the reform measures introduced by the Reconstruction governments following the Civil War. Consider the services offered by the national government today. To what extent has the government progressed or remained primarily as it was?

20. Have students document methods used by the Klan to terrorize black people. Also have students document how Negroes resisted the efforts of the Klan.

21. Ask a few students to construct a chart showing the accomplishments and failures of Congressional Reconstruction.

22. Have a committee report on corruption in national, state, and local governments during the Grant administration.

23. Assign a report telling what life in America might be like for the black man had Presidential rather than Congressional Reconstruction been carried out. Discuss problems that would have had to be faced regardless of who had been in charge of reconstruction.

24. Have a "Meet the Press" interview with President Andrew Johnson and/or Frederick Douglass on Reconstruction.

25. Have students construct a chart contrasting the Black Codes' accomplishments with the Freedman's Bureau's accomplishments.

26. Have students dramatize a confrontation between former slaves who had been given land and the former owners who came to claim the land after receiving pardons from President Andrew Johnson.

27. Conduct a congressional debate on the question of seating the ex-confederate leaders elected to Congress.

28. Ask students to evaluate the statement, Reconstruction failed the Negro, by citing specific evidence.

29. Have students list the names of at least six blacks who held positions of leadership during Reconstruction. Students should be able to describe the contribution made by each man.

30. Have all students add the following terms and their definitions to their vocabulary list:

Civil War	proclamation
home rule	radical
contraband of war	corrupt
secede	

Evaluation:

1. Write a brief essay describing Lincoln's early position concerning the Civil War and black participation in the war. Some acceptable answers are:

   On the Civil War:

   a. It was necessary to preserve the Union.
   b. Lincoln felt he could not make slavery an issue because the border states would probably have gone over to the Confederacy, and he knew many whites would not fight a war over the question of slavery.

   On black participation:

   a. Blacks were excluded for one and one-half years as a result of official government policy.
   b. See "b" above.

2. Complete the following chart to demonstrate your understanding of the Emancipation Proclamation as both a military and a moral weapon. Some acceptable answers are:

EMANCIPATION PROCLAMATION

Military	Moral/Psychological
1. It encouraged blacks to run away from plantations. 2. It undermined and reduced the striking power of the Confederacy. a. Industry in the South depended on black labor. b. Black labor built Confederate fortifications. c. Blacks provided labor for production of crops. d. Black labor enabled more whites to bear arms. e. It encouraged blacks to enlist in the Union Army.	1. It recognized slavery as a major cause of the Civil War. 2. It encouraged slaves in the Confederacy to actively seek their freedom. 3. It helped the Union regain waning foreign support. (Most foregin countries had outlawed slavery years ago.) 4. It gave blacks the opportunity to take part in the fight which would eventually mean the end of slavery in the United States.

3. Write a brief paragraph which analyzes the following phrase from Lincoln's Gettysburg Address in terms of its significance to the Negro:

   "That this land, under God, shall have a new birth of freedom. . ."

   An acceptable answer might be: It recognized that the Civil War had become a war to reconstitute the Union on a broadened base of human liberty.

4. List four statements supporting the fact that blacks participated in the Civil War on the Union side. Some acceptable statements might be:

   1) Over 186,000 (about 10 per cent) blacks were in the army.
   2) Over 38,000 black soldiers died in the war.
   3) Black soldiers took part in over 400 battles, 39 of which were major battles.
   4) Over 29,000 blacks served in the Union navy.
   5) Twenty-one (21) blacks won the Congressional Medal of Honor.
   6) The highest ranking black officer (of which there were less than 100) was Lt. Colonel Alexander Augustana.
   7) Over 200,000 Negro civilians were employed by the Union army.
   8) Negro regiments were generally led by white officers.

5. List at least four hardships experienced by black Union soldiers. Some acceptable answers might be:

   1) little chance to rise in rank
   2) received lower pay
   3) had poor hospital and medical care
   4) had inferior firearms and equipment

5) if captured they were treated as runaway slaves rather than prisoners of war
6) were usually led by white officers
7) longer enlistment period

6. Write an essay which explains the significance of black participation to the Union victory. The essay should include:

1) Black troops made up almost 10 percent of the Union total enlistment.
2) Black troops were organized into regiments of light and heavy artillery, cavalry, infantry and engineers.
3) Negroes performed all kinds of services in the union army such as raiding parties, spies, scouts, building fortifications and may menial tasks.
4) Negro troops fought in over 400 battles, 39 of which were major ones.
5) Over 29,000 blacks served in the Union Navy (about 25 percent of the total enlistment).
6) Over 200,000 black civilians worked for the Union Army.
7) Lincoln and many of his commanders recognized that "the Emancipation Policy and the use of the colored troops constituted the heaviest blow yet dealt to the rebellion."

7. In one or two sentences, explain the significance of the Civil War to the black man. An acceptable answer might be:

It brought an end to slavery and achieved for the black man what human beings everywhere have always wanted—freedom.

8. Given the following list of problems faced by the Afro-American immediately following the Civil War, determine whether each was an economic, political, social, or psychological problem by placing the symbols below on the line provided.

E = economic problem
P = political problem
S = social problem
PS = psychological problem

E 1) Many were unable to find jobs.
PS 2) Many feared they might be put back into slavery.
E 3) Most were unwelcome in labor organizations.
P 4) Most were without any experience in public affairs.
S 5) Most were illiterate.
S 6) Many died from disease and exposure.
P 7) Many had no understanding of the workings of representative government.
PS 8) Most had never faced the responsibility of making their own decisions.

S 9) The family structure was unstable.
PS 10) The black man was unprepared for his role as head of the household.
E 11) Most had no way to acquire land.
P 12) Most had never voted before.

9. Given the following excerpts from amendments to the Constitution, identify whether the excerpt is from the 13th, 14th, or 15th amendment by writing the number of the amendment on the line provided.

14th 1) No state shall make or enforce any law which shall abridge the privileges for immunities of citizens of the United States, nor shall any State deprive any person of life, liberty or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the law.

15th 2) The rights of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

13th 3) Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted shall exist within the United States, or any place subject to their jurisdiction.

10. Given the following two columns concerning black leaders in the Reconstruction governments following the Civil War, match the man's name with his brief biographical sketch by placing the letter from Column II on the line provided in Column I.

Column I		Column II
C	1. I was a Civil War hero who was elected and served in U.S. Congress for five consecutive terms from my state of South Carolina.	A. Blanche K. Bruce B. P.B.S. Pinchback C. Robert Smalls D. Hiram Revels E. John R. Lynch F. Oscar J. Dunn G. John M. Langston H. S.J. Lee I. Jefferson Long J. Jonathan Gibbs
I	2. I became Georgia's only black Congressman.	
B	3. During Reconstruction, I was the black Governor of Louisiana for forty-three days.	
D	4. In 1870, I was elected to the Senate seat formerly held by Jefferson Davis of Mississippi.	
A	5. I was the only black senator elected to a full term until the election of Edward Brooks in 1966.	
E	6. I represented the state of Mississippi in Congress for three terms.	

J 7. I was superintendent of Public Instruction for the state of Florida from 1872 to 1874.

G 8. I represented the state of Virginia in Congress from 1889 to 1891.

H 9. I served in the 1873-1874 session of the South Carolina legislature as Speaker of the House.

F 10. As Lieutenant Governor of Mississippi I led the fight against corruption and extravagance in government.

UNIT IX: THE ROLE OF THE NEGRO IN WESTERN EXPANSION AND INDUSTRIAL GROWTH

Objectives:

The student should be able to:

- discuss the role of the black man in westward expansion.
- describe the relationship between red men and black men.
- discuss the part played by Negroes in the settlement of the West.
- describe the roles played by black cowboys in the growth of the West.
- list ways in which black soldiers in the post-Civil War period helped to tame the West.
- in relation to the Exodus of 1879, discuss the following topics:
  a. the people affected
  b. the leaders
  c. reasons for the exodus
- identify and describe the contributions made to America's industrial growth by at least six black inventors in the post-Civil War period.
- discuss at least three outstanding 20th Century Negroes in the business world.
- describe the role of the black man in the labor movement after 1865.

Outline:

A. Role of blacks in westward expansion

1. Negroes, as slaves or free men and women, helped conquer the wilderness. They were:
   a. explorers
   b. trappers
   c. missionaries
   d. settlers
2. Slave frontiersmen
   a. Jim Bowie took his slave with him to the West.
   b. A slave named Tom won his freedom in Texas for his courageous defense of his master.
   c. York was the slave of William Clark on the Lewis and Clark Expedition.

3. The relationship between red men and black men

   a. Indians accepted Negroes more readily than they accepted whites; red and black men often became allies.
   b. Some Indian tribes kept captured Negroes and whites as slaves.
   c. Some Negroes became members of Indian tribes.

      1. A U.S. Army survey of Choctow Indians (1831) showed that the tribe included 512 Negroes.
      2. The Pamunky Indians of Virginia had many Negro tribesmen.
      3. The Shawnees and Cherokees used their villages as stations for runaway slaves on the Underground Railroad.
      4. Negroes intermarried with Indians.
      5. Negroes rose to leadership positions within various tribes.

         a. Jim Beckwourth--chief of the Crow nation
         b. Garcia--a leader of the Seminoles
         c. Morning Dew--Negro squaw of Osceola, chief of the Seminoles

4. Free Negroes as trappers and missionaries

   a. Pierre Bonza--Negro trapper who married a Chippewa
   b. George Bonza--Son of Pierre

      1. Became wealthy working for the American Fur Company.
      2. Served as interpreter for Governor Lewis Cass of Michigan.

   c. Jim Beckwourth

      1. Was a frontiersman, Indian fighter, and Indian chief.
      2. Served with General Stephen Kearny in California's war for independence.
      3. Discovered Beckwourth's Pass through the Sierra Nevadas in 1850, which became the gateway to California during the gold rush.

   d. Missionaries

      1. John Merrant of New York converted many Indians to Christianity.
      2. John Stewart of Virginia was a Baptist missionary to the Wyandot tribes.

5. Negro settlers

   a. Many were manumitted Negroes.
   b. Many were runaway slaves.
   c. Negro slaves used Spanish Florida as a refuge.

      1. They lived with Seminoles or built homes and raised crops for their families.
      2. The United States government was pressured by slaveholders and demanded the return of runaway slaves by the Seminoles.

3. Andrew Jackson invaded Spanish soil to force the return of these slaves; Spain sold Florida to the United States.
4. The three Seminole wars were the most expensive Indian wars waged by the United States ($20,000,000 and 1,500 men lost).

d. There were Negro settlers in Texas, Oregon, and California.

1. Texas

a. Bose Ikard was a slave cowboy.
b. Greenbury Logan helped fight for the independence of Texas.
c. Aaron Ashworth was a cattleman (2,570 head of cattle).
d. Isham Hicks supervised construction of the First Methodist Church in Comanche County.

2. George William Bush helped settle Oregon.
3. California

a. Jacob Dodson was part of three expeditions into California and Oregon led by John C. Fremont and Kit Carson.
b. Alexander Leidesdorff introduced the first steamboat to California.
c. Alvin Coffey and Daniel Rogers won their freedom by their work in the gold fields.
d. George Munroe and William Robinson were Pony Express riders.
e. "Grandma" Biddy Mason was a rich landowner and reformer.
f. Mary E. Pleasant was a leader of the Franchise League, an organization to secure civil rights for California Negroes.

B. Black cowboys

1. After the Civil War the typical trail crew of eight on the Chisholm Trail included two or three Negro cowboys.

2. Jack Hardy

3. Britton Johnson

4. Nat Love, or "Deadwood Dick," claimed to be a good friend of Bat Masterson, Billy the Kid, and Frank and Jesse James.

5. Cherokee Bill was a desperado and mass murderer who died before reaching the age of twenty-one.

C. Negroes helped tame the West

1. The 9th and 10th Cavalries made up one-fifth of all United States mounted troops assigned to protect the frontier.

2. The 24th and 25th Infantries spent years defending the West against outlaws and Indians.

3. During the Indian wars, fourteen black soldiers won the Congressional Medal of Honor.

4. Isaiah Dorman

   a. Was a courier for the War Department in Dakota Territory.
   b. Served with General Custer and was killed at the Battle of Little Big Horn.

5. Pompey Factor, a Negro Indian Scout with the 25th Infantry, won the Medal of Honor.

6. Negro members of the Texas legislature

   a. Representative Richard Allen (former slave)
   b. Representative Alexander Asberry
   c. State Senator G.T. Ruby
   d. State Senator Matt Gaines

D. The Exodus of 1879

1. Thousands of Southern Negroes migrated to the North and West.

2. Leaders of the exodus were Benjamin ("Pap") Singleton, Henry Adams, and Isaiah T. Montgomery.

3. Most of those who exodused settled in Kansas and within 20 months Kansas was flooded with 19,000 Negroes.

4. Reasons for exodus

   a. Economic exploitation
   b. Denial of political recognition
   c. Violent activities of Ku Klux Klan
   d. Desire for a better place to live

E. Black inventors aided industrial growth.

1. Elijah McCoy invented a lubricating cup that fed oil to parts of a machine while it was in operation.

2. Lewis Howard Latimer worked with both Alexander Graham Bell and Thomas Edison.

3. Granville T. Woods invented devices purchased by Bell, Westinghouse, and Edison.

4. Jan Matzeliger invented a lasting machine which revolutionized the shoe industry.

5. Garrett A. Morgan invented the traffic light.

6. Between 1865 and 1913, Henry Baker, assistant examiner of the United States Patents Office, turned up 800 to 1,200 patents by Negroes.

7. Andrew J. Beard invented a device for coupling railroad cars automatically.

F. Negroes in the business world

1. Madame C.J. Walker became America's first self-made female millionaire by developing cosmetics for Negro women.

2. Charles C. Spaulding became a millionaire in the insurance business.

3. Mrs. Maggie L. Walker built a church-sponsored insurance company into a multimillion-dollar business.

G. Negroes in labor

1. Negroes were generally placed in menial or "dirty" jobs.

2. Isaac Myers of Baltimore was an outstanding Negro labor leader (1866—National Labor Union).

   a. In 1869 he formed the National Colored Labor Union.
   b. Negro unions were too weak to bargain effectively.

3. Knights of Labor

   a. Negro membership of 60,000
   b. In 1887 George and Henry Cox were among the leaders of 10,000 Negro and white strikers against Louisiana sugar plantations.

      1. The strike was violently crushed.
      2. The Cox brothers were among a score of union leaders killed.

4. Jeremiah Grandison, in 1881, warned the A.F.L. not to exclude Negro workers.

   a. Negroes were sometimes allowed to form segregated locals, but they had little power.
   b. Union exclusion forced Negroes to take work for less than union pay.

5. Brotherhood of Sleeping Car Porters

   a. Most important A.F.L. Negro union.
   b. President Asa Philip Randolph was the first Negro to sit on the A.F.L. executive board where he fought discrimination.
   c. In 1925, the brotherhood had 8,000 members.

6. Negroes kept out of skilled trades

   a. Discriminatory laws and customs were used to eliminate Negroes from skilled trades; whites refused to accept Negro apprentices.
   b. A.F.L., being a craft union, automatically excluded Negroes.
   c. Negroes were forced to become competitors instead of allies; they were used as strikebreakers.
   d. Orientals were also discriminated against by A.F.L.

References:

- *Bondage*, pages 247-251, 237-241
- *Eyewitness*, pages 67, 71, 288-298, 309-313
- Franklin, pages 120-123, 290-296

Study Questions:

1. What contributions did Negroes, both slave and free, make to the westward movement?

2. Why were the Indians sympathetic to the Negro?

3. What proof is there that Indians did not treat Negroes as inferiors?

4. Who were the black settlers of Florida? What kind of life did they lead in Florida?

5. Why did slaveholders demand an end to Florida as a haven for slaves?

6. What significant events occurred between the people in Florida and the American government?

7. How did Western leaders treat the free Negro moving west?

8. What contributions did Negroes make to the industrial growth of the United States?

9. How did the 9th and 10th Cavalries contribute to law and order in the West?

10. What was the "Exodus of 1879"?

11. Describe the Negro's role in the labor movement after 1865.

Suggested Activities:

1. As a unit project have students prepare a scrapbook showing how Negroes contributed to western expansion. Students should include Negro explorers, trappers, missionaries, and settlers. Pictures, newspaper and magazine articles, maps, charts, and any other materials pertinent to the topic may be used.

2. In a class discussion, have students challenge the assumption that the typical frontier confrontation involved only Indians and white settlers.

3. Conduct a student debate on the following statement: A reservation system, similar to that set up to solve the Indian problem, could have solved the problem of what to do with the freed Negroes following the Civil War.

4. Discuss with students possible reasons for the close relationship between red men and black men during western expansion. What things did they have in common? What were some of the major differences between the two?

5. Have students draw a map showing the trails of these explorers: Lewis and Clark, John C. Fremont, George W. Bush, James Beckwourth.

6. Assign essays describing ways in which Jim Beckwourth was a typical frontiersman.

7. Have students role-play a meeting between United States Army officers and the Seminole-Negro allies of Florida, demonstrating the conflict over slavery.

8. Assign this research project: Compare James Beckwourth to Kit Carson, Davy Crockett, or Daniel Boone in skills, exploration, contacts with Indians, and fame.

9. Encourage students to write and produce a western script which focuses on the role played by black man and his relationship with the Indians.

10. Lead a student discussion concerning the effects that movies and television programs have had on most people's conception of the Negroes' roles in westward expansion.

11. Have students debate the topic: Should Negroes have helped subdue the Indians by serving in the United States infantry and cavalry units in the West?

12. Ask a student to report on the Negro Cavalry after reading William H. Leckie's *The Buffalo Soldiers,* University of Oklahoma Press, Norman, Oklahoma, 1967.

13. Have a student report on the Negro Cowboy after reading Durham's and Jones', *The Negro Cowboy,* Dodd, Mead, New York, 1965.

14. Have the class discuss the following question: Cowboy movies have rarely shown black cowpunchers or Negro cavalrymen. In the light of the large number of black Westerners, why do you think the movies and television, until recently, have ignored them?

15. Encourage students to draw a cartoon or comic strip concerning some aspect of black participation in western expansion. Some suggested topics are:

    a) relationships between red men and black men
    b) black explorers, frontiersmen, trappers
    c) black missionaries
    d) black settlers

16. Have students research library sources and report on the Exodus of 1879. The report should include such information as:

    a) what was it?
    b) who were the leaders?
    c) why did it happen?

17. Write on the chalkboard the following statement: There is dignity in all forms of human labor. Using the library and personal references, have students write an essay telling how the Industrial Revolution denied this view of work to the black man.

18. Discuss with students the purpose of labor unions. Then, pose the following questions to the class for further consideration.

    1) To what extent were Negroes included in the ranks of organized labor?
    2) What types of discriminatory behavior did Negroes encounter in unions and on the job?
    3) Who were some of the Negro industrial leaders? What accomplishments did they achieve?

19. Have students prepare a chart showing at least five Negro inventors, their inventions, and the significance of their inventions.

20. "High School Bowl": This activity might cover several units of work. Assign the task of writing at least four questions for a given category or area of study already covered in class before the contest begins. Form two panels of four students each. A narrator, scorekeeper, and several students to act as judges (to determine the acceptability of answers) will also be needed. Organize and assign weight to each question before the contest begins.

21. Have students add the following terms and their definitions to their vocabulary list:

strikebreakers (scab)	franchise
A.F.L.	exodus
craft union	missionary
industrial union	exploit
apprentice	migrate
menial	desperado

Evaluation:

1. Name at least one black personality and his contribution for each of the following areas:

   1. explorer
   2. trapper/frontiersman
   3. missionary
   4. settler

   Some acceptable answers might be:

   Explorer

   a. Jean Baptiste Pointe du Sable explored the region which later became Illinois. He also founded Chicago.
   b. York was with the Lewis and Clark Expedition which explored the Louisiana Territory.

   Trapper/Frontiersman

   a. George Bonza became wealthy working for the American Fur Company.
   b. Jim Beckwourth discovered Beckwourth's Pass through the Sierra Nevadas in 1850.

   Missionary

   a. John Merrant of New York converted many Indians to Christianity.
   b. John Stewart of Virginia was a Baptist missionary to the Wyandot tribe.

   Settler

   a. Alexander Leidesdorff introduced the first steamboat to California.
   b. "Grandma" Biddy Mason was a rich California landowner and reformer.

2. Given the following statements, place an "X" in front of statements that are true and an "O" in front of statements that are false.

   1. The black men and red men generally got along well together, evidenced by the fact that

      X a. blacks were often accepted into Indian tribes.
      X b. the Seminole nation went to war rather than return to slavery blacks who had become part of their tribe.
      X c. blacks of ten rose to positions of leadership within various Indian tribes.

   2. That there were black cowboys is evidenced by the fact that

      O a. almost half of the men who rode for the Pony Express were black.
      X b. the typical trail crew of eight that drove cattle up the Chisolm Trail to Knasas included two or three black cowboys.
      X c. Nat Love, alias "Deadwood Dick", was well acquainted with Billy the Kid, and Frank and Jesse James.

3. That black soldiers in the post Civil War period helped tame the West can be proven by the fact that

   X a. the 9th and 10th Cavalries made up one-fifth of all cavalry units assigned to protect the frontier.
   O b. Lieutenant John "Blackjack" Pershing was an outstanding black officer of the 10th Cavalry.
   X c. Isaiah Dorman, a Negro, was a War Department courier and served with General Custer at the Battle of Little Big Horn.

4. Complete the following chart on the Exodus of 1879.

Exodus of 1879

People Involved	Leaders	Reasons for Exodus
1. About 50,000 Southern Negroes	1. Benjamin "Pap" Singleton	1. To escape economic exploitation
	2. Henry Adams	2. To escape restrictions on political rights
	3. Isaiah T. Montgomery	3. To escape the violent activities of organizations like the Ku Klux Klan
		4. The desire for a better way of life

5. Given the following two columns concerning black inventors and their inventions, match the man's name with his brief biographical sketch by placing the letter from Column II on the line provided in Column I.

Column I	Column II
C 1. "I invented the gas mask and the traffic light which straightened out the disorder of crowded city streets in the age of the automobile."	A. Granville Woods B. Elijah McCoy C. Garrett Morgan D. Jan Matzeliger E. Lewis Latimer F. Andrew J. Beard G. John P. Parker
B 2. "I invented a lubricating cup that fed oil to parts of machines while they were in operation."	
D 3. "I invented a lasting machine which revolutionized the shoe industry. My invention made the United States Shoe Company into a multi-million dollar business."	

Column I

A 4. "I successfully proved in court on two occasions that Thomas Edison had stolen my inventions. Some of my contemporaries considered me the greatest electrician in the world."

E 5. "I was an outstanding draftsman and electrician. I helped invent the incandescent light. I also worked for Bell and Edison."

F 6. "I was the inventor of an automatic railroad coupling device."

G 7. "I invented a screw for tobacco presses and made presses for many businesses."

6. Given the following names, describe the contribution each made to the world of business in the 20th Century. Some acceptable answers might be:

1. Madame C.J. Walker became America's first self-made woman millionaire by developing cosmetics for Negro women.

2. Charles C. Spaulding became a millionaire in the insurance business.

3. Mrs. Maggie L. Walker built a church-sponsored insurance company into a multi-million dollar business.

4. John H. Johnson is the most successful Negro publisher. *(Negro Digest, Ebony, Jet)*

5. Robert L. Vann was publisher of the *Pittsburgh Courier*.

7. Write a documented paper which discusses the role of the black man in the labor movement after 1865. (The student should be given at least two weeks to prepare this paper.)

UNIT X: JIM CROW - ENFORCED SEGREGATION AND THE BOOKER T. WASHINGTON - W.E.B. DUBOIS CONTROVERSY

Objectives:

The students should be able to:

- discuss the 13th, 14th, and 15th Amendments and the Civil Rights Bill of 1875.
- list ways used to circumvent and violate the civil rights of the American black man.
- discuss laws and court decisions which perpetuated segregation.
- describe how both blacks and whites reacted to the Jim Crow system.
- debate the Booker T. Washington - W.E.B. DuBois controversy.

Outline:

A. Laws opposed to segregation

1. Fourteenth and Fifteenth Amendments
2. Civil Rights Bill of 1875

B. Racists circumvented and violated civil rights of Negroes

1. Lynching
2. Riots
3. Ku Klux Klan

C. Laws fabricated and perpetuated segregation

1. Supreme Court decision, Civil Rights Cases, 1883, declared the Civil Rights Act of 1875 unconstitutional.
2. Supreme Court decision, Plessy vs. Ferguson, 1896, upheld the separate but equal doctrine.
3. Grandfather clauses, literacy tests, and poll taxes.
4. Segregation laws affected housing, employment, marriage, and the minds of both blacks and whites.

D. Reaction and protest

1. Ida B. Welle, woman editor

2. Controversy of Booker T. Washington and William E.B. DuBois over tactics

3. Justice Harlan's dissenting opinion in 1883

4. Progress of the Afro-American by 1900

References:

- *Bondage*, pages 225-286
- *Before the Mayflower*, pages 274-277
- Franklin, pages 264-276, 284-290

Study Questions:

1. What role did violence play in relegating the Negro to second class status?

2. Prior to 1890, were federal laws fair to Negroes?

3. Why and how was the South able to establish the Jim Crow system?

4. How did racial segregation affect both black and white citizens?

5. What was Booker T. Washington's program for the progress of the Negro? In what way did Dr. W.E.B. DuBois disagree with the program?

6. By 1900, what progress had been achieved by Negroes in industry, education, and other fields?

Suggested Activities:

1. Discuss with students the following aspects of Jim Crowism:

   a) the meaning of the term (possible origin, etc.)
   b) the reasons why Jim Crow laws were initiated
   c) at least four examples of Southern Jim Crow laws
   d) the more subtle Jim Crow practices of the North (Jim Crow by custom rather than by law)
   e) the effect of Jim Crow on black America and on white America.

2. Have students write a "letter from the South" describing Jim Crow conditions; also a "letter from the North" detailing the more subtle discrimination that existed there.

3. Have students list tactics used by Negroes to battle Jim Crow. Each tactic should be evaluated for its effectiveness or lack of effectiveness.

4. Conduct a student debate on the following question: Should black people have met anti-Negro lynchings in the South with violence or non-violence?

5. Have students write two skits, one concerning Jim Crow practices in the South and the other concerning Jim Crow practices in the North. The skits might involve test cases in the courts as they probably would have resulted prior to and after 1954.

6. Ask a student to research library sources and present an oral report on the Ku Klux Klan. The report should include consideration of these points:

   a) organization of the Klan (structure, titles, etc.)
   b) purpose of the Klan
   c) reasons for the disguises
   d) towards what groups were their activities directed?
   e) effectiveness in achieving their goals
   f) presence in America today

7. Have students draw cartoons depicting ways in which "loopholes" in the law have been used to perpetuate segregation. Suggested topics:

   1) Civil Rights Act of 1875 - declared unconstitutional
   2) Plessy vs. Ferguson: separate but equal doctrine
   3) voting "irregularities" - grandfather clause, poll tax, property tax, literacy tests
   4) segregation in housing, employment, marriage

8. Have students discuss the following question: Given the conditions of their time, how would you evaluate the efforts of Booker T. Washington and W.E.B. DuBois between 1905 and 1915?

9. Encourage students to construct charts showing similarities and differences in the views of Booker T. Washington and W.E.B. DuBois.

10. Have a student construct a time line from 1860 to 1920 showing significant high and low points in the Negroes' struggle for freedom.

11. Have a student prepare a bulletin board display illustrating the progress made by Negroes from 1865 to 1920.

12. Have the class discuss the significance of the following Supreme Court decisions:

   1) declaring the Civil Rights Act of 1875 unconstitutional
   2) the Plessy vs. Ferguson Decision which established the "separate but equal" doctrine

13. Assign a documented paper in which students attempt to support or refute the statement: Segregation laws affect housing, employment, marriage, and the minds of both black and white.

14. Form a student committee to research literacy tests and perhaps make up a brief test to be administered to the class.

15. Have students add the following terms and their definitions to their vocabulary list:

Jim Crow	perpetuated	literacy tests
circumvent	doctrine	poll tax
fabricated	grandfather clause	

Evaluation:

1. Write a brief paragraph on the purpose of the Civil Rights Act of 1875. An accepted answer might be:

   This act provided for full enjoyment of public facilities. It was applicable to citizens of every race and color regardless of previous condition of servitude.

2. List at least four methods used to circumvent and violate the civil rights of Negroes. Acceptable answers might be:

   1) lynchings and other acts of violence
   2) Jim Crow laws
   3) grandfather clauses
   4) literacy tests
   5) poll taxes
   6) Supreme Court decisions (Plessy vs. Ferguson, 1896)
   7) discriminatory practices in labor unions

3. Write an essay in which you discuss laws and court decisions which perpetuated segregation. Show also how these laws and decisions affected both blacks and whites. Some information that should be included in the essay follows.

   1) A list of several of the Jim Crow laws
   2) A list of several Supreme Court decisions

      a. declaring the Civil Rights Act of 1875 unconstitutional (1883)
      b. the Plessy vs. Ferguson decision of 1896 (Separate but equal doctrine)

   3) White reaction

      a. feeling of racial superiority
      b. hostility towards blacks—the attitude that Negroes must be "kept in their place".
      c. formation of white terrorist groups to "protect" white society.

   4) Black reaction

      a. Among many blacks there were feelings of inferiority and lack of worth.
      b. Many blacks organized to fight against legal and economic discrimination.

c. Many blacks left the South seeking a better life in the industrial North.
d. Many blacks worked hard to achieve success in spite of the Jim Crow system.

4. Given the following multiple choice questions concerning the Booker T. Washington - W.E.B. DuBois controversy, select the phrase which best answers the question by placing the letter of your choice on the line provided.

C 1. Booker T. Washington stated his philosophy about the place of the black man in American society in a speech which since has become known as a) Atlantic Exposition b) Exposition and Protest c) Atlantic Compromise d) The Trouble with Jim Crow

C 2. All of the following statements about W.E.B. DuBois are TRUE EXCEPT a) He was educated at Fisk, Harvard, and the University of Berlin. b) He was Director of Research and Publicity of the NAACP. c) He agreed, to a large extent, with Booker T. Washington's philosophy on Negro rights. d) He helped organize the Niagara Movement.

A 3. Which of the following named black persons was by today's standards the least militant? a) W.E.B. DuBois b) Ida B. Wells Barnett c) William Monroe Trotter d) Marcus Garvey.

A 4. The Niagara Movement (1905) a) demanded the abolition of all distinctions based on race or color b) was one of the most successful protest movements in history c) took place in Niagara Falls, New York d) was attended mostly by black tenant farmers seeking to improve their conditions.

D 5. All of the following represent paradoxes of Booker T. Washington's life EXCEPT a) his advice to blacks about irrelevance of political power and the great political power he wielded b) his work behind the scenes to end Jim Crow and his reputation as an Uncle Tom c) his slave background and the fact that he was worshipped by many whites d) his reputation as a leading Negro spokesman of his day and his real lack of influence in the black community.

A 6. W.E.B. DuBois believed all of the following things EXCEPT a) He supported whole-heartedly Washington's doctrine of industrial education. b) The black man should strive to receive all of his Constitutional and human rights. c) He favored immediate social and political integration. d) He set forth the concept of a higher education of a Talented Tenth (of the black race) who would lead the masses to first class citizenship.

UNIT XI: THE NEGRO ENTERS THE 20TH CENTURY

Objectives:

The students should be able to:

- compare early 20th Century black protest and demands with:
  a. protest in the 19th Century
  b. protest today
- describe the National Association for the Advancement of Colored People and the National Urban League in terms of:
  a. reasons for its founding
  b. leaders
  c. effectiveness
- discuss the Marcus M. Garvey "back-to-Africa" movement and its significance to the Afro-American.
- write a paragraph on major black contributions to World War I.
- describe the Harlem Renaissance of the 1920's.
- name and discuss the cultural achievements of at least six black people during the Harlem Renaissance.

Outline:

A. Early Twentieth Century protest became more demanding.

1. William M. Trotter and W.E.B. DuBois organized the Niagara Movement.
2. Anti-Negro rioting continued - Springfield, Illinois, 1903.
3. The NAACP was founded and began its successful legal fights against Jim Crow.
4. The National Urban League was founded to deal with the urban social problems of the Negro.
5. Anti-Negro rioting in the summer of 1919.
6. Marcus M. Garvey urged a "back-to-Africa" movement for Afro-Americans.

B. The role of the Negro in World War I

1. Northern migration - black labor needed in industry

2. Negro participation in the armed forces

C. Negro Renaissance of the twenties saw cultural achievements by:

1. W.C. Handy in music

2. Paul Robeson in the theater

3. Claude McKay in poetry

4. many others

References:

- *Bondage*, pages 265-266, 275-286, 288-326
- Franklin, pages 296-367, 372-393

Study Questions:

1. In what ways did the protest movement strive for equal rights for Negroes?

2. What were the effects of World War I on the Negro?

3. What have been the reactions of American Negroes to a "back-to-Africa" movement?

4. The NAACP has been a major force in the fight for equal rights. In what ways has this organization been successful?

5. During the Negro Renaissance, who were some of the Negro contributors?

Activities:

1. Have a student or a committee research and present a report to the class on the Niagara Movement (1905). The report should include such information as:

   a) the leaders
   b) the purpose
   c) its significance

2. Have students research library sources and report on the NAACP and the Urban League. The report should include:

   a) ways in which each has been a major reform organization
   b) the methods used
   c) the methods not used and why
   d) effectiveness or lack of effectiveness of each group

3. Ask a student to research library sources and compare the philosophy and tactics of the original National Association for the Advancement of Colored People and the National Urban League with those of the present NAACP and NUL.

4. Choose a student committee to research sources on the NAACP under different leaders. Using a chart, instruct students to illustrate the amount of influence their leadership had on the people (both black and white), and the progress they made.

5. Have students evaluate this statement: The years from 1900 to 1917 were far from progressive for Negroes.

6. Have students contrast the success of President Wilson's efforts to build a lasting peace with Dr. DuBois' efforts to unite black people of the world. What doomed one to failure and what made the unity sought by the other grow stronger with each passing decade?

7. Have students prepare a list of Negro contributions to the World War I and World War II victories at home and abroad.

8. Conduct a class discussion on the rise of Marcus Garvey and his various projects as well as his importance to urban Negroes of his time.

9. Ask students to discuss Marcus Garvey's "back-to-Africa" movement and then write what their reaction would have been, and is now.

10. Conduct a class discussion centered around the following statement and questions: During the wave of anti-Negro lynchings and riots following World War I, Negroes increasingly fought back.

    1) What effect did this have on whites? on blacks?
    2) Would blacks have advanced their cause if more of them had joined the radical movements?
    3) Did any radical groups offer them an effective program?

11. Select a student committee to report on the age of intolerance which followed World War I, the rise of the new Ku Klux Klan and the government's fear of radicals.

12. Have students prepare a bulletin board display listing the names and pictures, if possible, fields of accomplishment, and accomplishments of Afro-Americans during the Harlem Renaissance period.

13. Lead a class discussion on why the period of black cultural achievements in the twenties was referred to as the "Negro Renaissance of the twenties".

14. Have each student take part in one of the following activities involving the Harlem Renaissance artists:

read poetry	view paintings
read books	view photographs
read plays	listen to music (instrumental and/or vocal)

15. Have students add the following terms and their definitions to their vocabulary lists:

urban	migration
internal	renaissance

Evaluation:

1. Given the following chart, demonstrate your knowledge of the methods of protest used by black people by making at least two acceptable entries under each heading. Some acceptable answers might be:

METHODS OF BLACK PROTEST (Could be used also in Units XIII and XIV)

Methods	1800 - 1900 19th Century	1901 - 1930 Early 20th Century	1931 to Present Today
Physical Activity or Violence	1. Slave Revolts 2. Running away 3. Burning barns, crops, etc. 4. Poisoning masters 5. Work slowdowns	1. Migration 2. Fighting back when attacked (race riots)	1. Migration 2. Riots and Civil disorders
Non-violent Activity	1. Sit-ins, etc. 2. Freedom suits 3. Demonstrations (marches, parades) 4. Freedom rides 5. Boycotts	1. Sit-ins, etc. 2. Legal action in the courts 3. Demonstrations (marches, parades) 4. Freedom rides 5. Boycotts	1. Sit-ins, etc. 2. Legal action in the courts 3. Demonstrations (marches, parades) 4. Freedom rides 5. Boycotts 6. Voting

METHODS OF BLACK PROTEST (Continued)

Methods	1800 - 1900 19th Century	1901 - 1930 Early 20th Century	1931 to Present Today
The Written Word	1. Banneker's Letter to Jefferson 2. David Walker's *Appeal* 3. Abolitionist 4. Anti-Slavery poems 5. Abolitionist writing (i.e. Frederick Douglass)	1. Black newspapers (i.e., *Chicago Defender)* 2. Writings of: B.T. Washington W.E.B. DuBois J. Hope W. Trotter I. Barnett, etc. 3. *Crisis* magazine 4. *Opportunity* magazine	1. Black newspapers 2. Writings of: M.L. King R. Wilkins F. McKissick James Farmer James Forman S. Carmichael Malcolm X E. Cleaver, etc. 3. Nation of Islam
The Spoken Word	Abolitionist Speakers: F. Douglass S. Truth W.W. Brown H.H. Garnet C. Remond, etc.	Speakers for Constitutional and human rights: B.T. Washington W.E.B. DuBois W.M. Trotter John Hope A.P. Randolph	Speakers for Constitutional and human rights: M.L. King R. Wilkins F. McKissick W. Young C. Evers B. Rustin E. Cleaver S. Carmichael Malcolm X
Organization	1. Churches 2. Anti-Slavery Societies 3. Colonization Societies 4. Convention Movement	1. NAACP 2. NUL 3. UNIA 4. NERL	1. NAACP 2. NUL 3. CORE 4. SNCC 5. SCIC 6. Nation of Islam 7. Black Panthers

2. Write an essay in which you describe the NAACP and the NUL in the following areas:

   1) purposes
   2) leaders
   3) effectiveness

   Some acceptable answers might include the following information.

   NAACP

   Purpose: It was an organization founded to fight legal and economic discrimination mainly in the courts.

Leaders: 1) W.E.B. DuBois
2) Roy Wilkins

Effectiveness: Had a number of successes in the courts but today is under attack by militants for being out of touch with the black masses.

NUL

Purpose: Concentration on the social problems of the urban black man.

Leaders: 1) George Haynes
2) Eugene Jones
3) Whitney Young

Effectiveness: Had some fair amount of success by using persuasion and conciliatory tactics, but is presently under attack by militants for being out of touch with the black masses.

3. Given the following statements, demonstrate your knowledge concerning Marcus Garvey and his back-to-Africa movement by placing an "X" in front of those statements which are true and an "O" in front of those which are false.

1. Marcus Garvey

X a) was a black nationalist.
X b) believed colonization would solve America's racial problem.
O c) was an American citizen.

2. The U.N.I.A.

O a) initials stand for United Negro Industrial Association.
X b) was to help the black man better his life in all areas of American society.
X c) was founded by Marcus Garvey.

3. Some of the beliefs held by Marcus Garvey were

X a) the black man should determine his own fate.
O b) that blacks should accept sincere help from the white community.
X c) that "black is beautiful" and black people should know and be proud of their African and American heritage.

4. Marcus Garvey

X a) published a newspaper called *The Negro World*.
X b) believed black people should have their own country (Africa), their own flag, and their own government.
O c) remained in the United States after his organization was broken up by the government.

4. List at least two contributions made by black people to World War I. Some acceptable answers might be:

   1) over 400,000 served in the U.S. Army
   2) about 200,000 black troops served overseas
   3) 194 officers and men received military decorations, including the Congressional Medal of Honor
   4) the first two Americans to receive the Croix de Guerre were blacks
   5) tens of thousands of blacks worked in factories producing war materials

5. Given the following multiple choice questions, demonstrate your knowledge concerning the Harlem Renaissance and the Great Depression by placing an "X" in the block representing the letter of each statement that is true. Blanks representing false statements are to be left empty.

A	B	C		
X		X	1.	The Harlem Renaissance (A) was a period where many blacks were working successfully in art, literature, and music. (B) had not affect on other areas of Negro life. (C) was the result of blacks being able to compete on a more equal basis with whites.
	X	X	2.	Langston Hughes (A) was a famous black musician (B) was a writer of great versatility (C) was a graduate of Lincoln University.
X	X		3.	Dr. Alain Locke (A) put forth the concept of the "New Negro" (B) believed that racial understanding could be reached through the arts (c) would be called a "militant" if he were alive today.
X	X		4.	Countee Cullen (A) was a graduate of New York University (B) won the Witter Bynner poetry prize (C) was born in Jamaica.
X			5.	James Weldon Johnson (A) was an NAACP official (B) did most of the writing during the Renaissance period and thereafter (C) was a member of Roosevelt's "Black Cabinet".
X		X	6.	William C. Handy (A) is called "The Father of the Blues" (B) was educated at St. Louis University (C) composed the "St. Louis Blues".
	X	X	7.	Daniel Hale Williams (A) perfected the blood bank system (B) performed the first successful open-heart operation (C) was the founder of Provident Hospital in Chicago.

UNIT XII: FROM DEPRESSION TO CIVIL RIGHTS

Objectives:

The students should be able to:

- list ways in which the Great Depression of 1929 affected the black American.
- write a brief essay showing how the New Deal affected the lives of many Negroes in America.
- describe the role played by black people at home and abroad in World War II and the Korean conflict.
- discuss the role played by Dr. Martin Luther King and other black leaders in the Civil Rights Movement of the 1950's and the 1960's.
- discuss the effects of civil rights legislation and Supreme Court decisions on the Civil Rights Movement.
- describe the reaction to the Civil Rights Movement:

  a. from whites
  b. from blacks

Outline:

A. The Depression years - "last hired, first fired"

1. Discrimination in all areas of employment made the Afro-American's suffering greater than that of other groups.

2. Black leaders and the New Deal raised Negro hopes.

   a. Mary McLeod Bethune, organizer and educator
   b. A. Philip Randolph, labor organizer
   c. Marian Anderson, concert singer
   d. Joe Louis, heavyweight boxing champion

B. World War II to the Korean War

1. The pattern of discrimination and segregation of Negroes followed the pattern of World War I; separate units for blacks and whites.

2. Contributions by Negro soldiers and civilians were influential in the United States success.

3. Contributions in the postwar period.

C. Dr. Martin Luther King, Jr.

1. The Montgomery boycott of city bus lines

2. Freedom rides through the South

3. Demonstration marches

4. The March on Washington

D. Civil rights legislation

1. Executive order by President Harry S. Truman integrated the armed forces in 1948.

2. Brown vs. The Board of Education, 1954.

3. Twenty-fourth Amendment outlawed the poll tax, 1964.

4. Civil Rights Laws of 1957, 1960, and 1964.

5. Voting Rights Act of 1965.

E. Resistance

1. Little Rock, Arkansas - confrontation over integrated public schools

2. University of Mississippi - confrontation over integrated colleges

3. Birmingham, Alabama - confrontation over segregated public facilities and unfair employment practices

4. De Facto segregation - North and South

5. Martyrs - Medgar Evers, Viola Liuzzo, William Moore, Martin Luther King, Jr., and others

F. Division in the Civil Rights Movement

1. Riots in the large cities and "white backlash"

2. Cleavage between white and black civil rights workers

References:

. *Bondage,* pages 335-359
. Franklin, pages 394-424, 434-462

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Study Questions:

1. What effects did general unemployment have on race relations during the 1930's?

2. What was the impact of World War II on the struggle for first class citizenship?

3. In the postwar period, how have Negroes contributed to human progress?

4. What were the activities involved in boycotts, freedom rides, demonstration marches, and sit-ins?

5. "Separate educational facilities are inherently unequal." Why did the Supreme Court support this reasoning?

6. In what ways do the following legislative acts benefit Negroes: the Civil Rights Act of 1957, the Civil Rights Act of 1964, and the Twenty-Fourth Amendment?

7. In opposing desegregation, what actions were taken by racists?

8. What is the relationship between segregated housing and segregated schools?

9. What were the major causes of the big city riots? How is the white power structure defined?

Suggested Activities:

1. Select a student to report on the accomplishments of Dr. Charles Drew.

2. Have students research library sources on the New Deal and report on how it affected the black man.

3. Encourage students to chart New Deal agencies showing participation by Negroes and whites in various activities.

4. Have students make up a chronology of important events in the Civil Rights Movement from 1954 to the present. Have the class discuss the information in these lists and then compile a consensus list which will be dittoed and handed out to the entire class.

5. Ask a student to read the article, "Martin Luther King Explains Non-Violent Resistance" in *Eyewitness*, pages 511-513, and give an oral report on the theory of non-violent resistance used in the Civil Rights Movement.

6. Play records and tapes or read excerpts from Dr. King's speeches and discuss the significance and meanings of these speeches in class.

7. Have students write an essay on one of the following topics:

   a. The meaning of Dr. Martin Luther King's life and death to me.
   b. My impressions of the Civil Rights Movement.

8. Have students draw up a chart contrasting the various methods of protest used in the 1960's.

9. Ask a student to discuss the Supreme Court's Plessy vs. Ferguson Decision (1896) and Justice Harlan's dissenting opinion; then discuss the importance of the Brown vs. Board of Education Decision (1954) in light of this prior decision.

10. Ask a committee to read and report on excerpts from important civil rights legislation from 1957 to 1965.

11. Have students analyze and compare the Civil Rights Laws of 1957, 1960, and 1964. Ask the class to suggest ways to strengthen or improve these laws.

12. Have students write a paper on the topic: Incidents of the Civil Rights Movement that I wish had never happened. Students should explain their positions in some detail.

13. Have students role play various protest tactics used in the 1950's and early 1960's.

sit-ins	boycotts
freedom rides	pray-ins
wade-ins	

14. Ask the class to discuss whether or not the March on Washington had any significant effect upon the American People.

15. Form a panel to discuss or debate the question: Do black people hurt their own cause when they protest or demonstrate?

16. Have students add the following terms and their definitions to their vocabulary lists:

boycott	confrontation	cleavage
freedom rider	de facto (segregation)	executive
legislation	white backlash	executive order

Evaluation:

1. Given the following multiple choice questions, demonstrate your knowledge concerning the Harlem Renaissance and the Great Depression by placing an "X" in the block representing the letter of each statement that is true. Blanks representing false statements are to be left empty.

X X	1.	Ralph Bunche (A) won the Nobel Peace Prize in 1950 (B) helped
A B C		draw up the United Nations' charter (C) is now a member of the United States delegation to the United Nations.
X	2.	Dorie Miller (A) was a World War II hero who won the Navy Cross
A B C		(B) was a machine gunner on board the "West Virginia" (C) was credited with shooting down six Japanese planes.
X	3.	Claude McKay (A) was born in Jamaica (B) was from a wealthy planta-
A B C		tion family (C) wrote an autobiography entitled *A Long Way From Home*.
X X	4.	The Great Stock Market Crash of 1929 was caused by (A) too much govern-
A B C		ment control over the stock market (B) unwise use of credit (C) over- production of farm products.
X X	5.	The Great Depression resulted in the following: (A) many banks closed
A B C		down (B) millions were unemployed (C) a continuation of the Republican party's control of the government.
X	6.	A black actor or writer who wanted to work during the era of the New
A B C		Deal would most likely receive aid from the (A) WPA (B) AAA (C) CCC.

2. Read a book or an article written by or concerning one of the following black personalities and write a report. (At least one month is needed to complete this assignment.)

Martin Luther King	Roy Wilkins
Malcolm X	Whitney Young
Eldridge Cleaver	Ralph Abernathy
Elijah Muhammud	Rap Brown
A. Phillip Randolph	Stokely Carmichael

3. Write an essay which discusses the effect of Supreme Court decisions and civil rights legislation on the Civil Rights Movement. Some information that should be included follows:

   1. The Brown vs. Board decision of 1954 which outlawed segregation by race in public schools.
   2. Aided in removing discriminatory barriers against black citizens in the use of public facilities.
   3. Removed discriminatory measures against black citizens who have sought to register and to vote.
   4. Black people have come to realize that the struggle for legal equality has been won, but the struggle for full economic and social equality continues.

5. Because most black people realize that they are less than first class citizens, the disenchantment with American society has led many to violence, arson, looting, and calls for a separate black nation.

4. Given the following statements, describe the group most likely to have held each attitude during the first 60 years of the 20th century by placing the following symbols on the line provided:

"A" = whites "B" = blacks "C" = both groups

A 1. "We know that those people don't really have a history."
A 2. "Some races are superior to others and fortunately we belong to the superior race."
B 3. "During much of our lives in this country, we have been shown by words and deeds that we are considered inferior or less than human."
B 4. "We hoped that we would be able to improve our standard of living by migrating to the North or West."
A 5. "We must keep them out of the labor unions or they will take jobs from us."
A 6. "They keep asking for preferential treatment. Let them pull themselves up by their bootstraps as our parents did."
B 7. "It isn't as if we are asking for special favors and privileges; all we really want is to be allowed to exercise our Constitutional and human rights."
B 8. "Our experiences in this country have left many of us with a feeling of disenchantment towards the American promise."
B 9. "How can we develop a positive self-image when our schools denigrate our very history and culture?"
C 10. "All we want is a good home, a few of the luxuries of life, and the chance to give our children a better life than we had."

5. Write a brief essay in which you describe how the New Deal affected the lives of many Negroes in America. Some information that should be included follows:

1. A number of outstanding blacks were brought into the federal government (Robert Weaver, Mary McLeod Bethune, Ralph Bunche, William Henry Hastie).
2. Hundreds of Afro-Americans worked in the government operating machines as secretaries, etc.
3. By 1934, over 3 1/2 million Negroes were receiving relief.
4. Thousands of Negroes worked for the C.C.C. and the W.P.A.
5. Many black artists, musicians, actors, and playwrights were provided with work by the W.P.A. (During this period much research was done on Black history.)
6. Write a documented paper in which you describe the role played by black people at home and abroad in either World War II or the Korean conflict. (At least two weeks are needed to prepare this paper.)

UNIT XIII: THE CONTEMPORARY BLACK REVOLUTION

Objectives:

The students should be able to:

- discuss the concepts of black awareness and black identity.
- debate the meaning of the term black power.
- name and discuss the philosophy of such personalities as:
  a. Stokely Carmichael
  b. James Forman
  c. Malcolm X
  d. Roy Wilkins
  e. Eldridge Cleaver
  f. The Reverend Jesse L. Jackson
- compare the philosophies and effectiveness of such organizations as:
  a. CORE
  b. Nation of Islam
  c. NAACP
  d. NUL
  e. SNCC
  f. SCLC
- discuss the 1968 findings of the President's National Advisory Commission on Civil Disorders.
- debate the question, "Is separation or integration the answer to America's racial dilemma?"

Outline:

A. Identification

1. Self - the Negro seeks a more positive image of himself.
2. Group - the Negro seeks progress in organizations led and staffed by Negroes.

B. Black power

1. Stokely Carmichael
2. Floyd McKissick

3. Malcolm X

4. Other leaders

C. Organizations and their changing positions

1. Congress of Racial Equality (CORE)

2. Nation of Islam

3. National Association for the Advancement of Colored People (NAACP)

4. National Urban League

5. Student Nonviolent Coordinating Committee (SNCC)

D. Toward separation or integration

1. Discrimination terms of income, employment, education, housing, and political acceptance has disillusioned black Americans.

2. Racial separation, separate but equal, is being offered by some as the salvation of the Afro-American.

3. Civil disorders and suggested solutions are offered in documented studies.

References:

. *Bondage*, pages 367-379, 387-427
. Franklin, pages 463-511

Study Questions:

1. What myths and stereotypes have perpetuated an inferior image of the Negro?

2. What is black power? Contrast the black power interpretations of Carmichael, McKissick, and Malcolm X with the interpretations of King and Rustin.

3. In what ways have such organizations as CORE, SNCC, and others changed their goals and roles in the current Afro-American movement?

4. What evidence exists of movement by both blacks and whites toward separate societies?

Suggested Activities:

1. Have students write poems, essays, editorials, or letters to the editor concerning black identification.

2. To obtain the perspective of the Negro on the development of black consciousness, select a student to read the report on "Black History and the Schools" by Charles Harrison in *Ebony*, December, 1968, pages 111-114.

3. Have students write an essay on: As I See Myself.

4. Discuss the following question: Why have so many Afro-Americans, unlike European immigrants, been unable to escape the proverty of the urban ghetto? Have students read Chapter 9, "Comparing Immigrant and Negro Experiences" in the *Report of the National Advisory Commission on Civil Disorders*, pages 278-282, Bantam Books, 1968, for data. The class might be divided into two parts, one to represent the Afro-American and the other the white immigrant.

5. Discuss with the class the effect of seeing Negroes on a number of popular network television programs as well as in many commercials, for example Diahann Carroll in "Julia", Otis Young in "The Outcasts," Greg Morris in "Mission Impossible".

6. In order to better understand the meaning and implications of the term black power, form a student committee to read pages 232-263 in the *Report of the National Advisory Commission on Civil Disorders*, Bantam Books, 1968, and give an oral report on the meaning of black power.

7. Discuss with the class the reaction of the following groups to the term black power:

   a. whites
   b. educated blacks
   c. black youth
   d. poor blacks
   e. older people

   Also discuss possible reasons for these varied reactions.

8. Have students research and present a panel discussion on the Nation of Islam. The report should include some of the following ideas:

   a. origin of the faith
   b. beliefs and practices
   c. leaders of the Nation of Islam
   d. relationship to the black movement

9. Have students read selected excerpts from *The Autobiography of Malcolm X*. Have students analyze these excerpts in terms of the following:

   a. Malcolm's childhood and its effects on him in adult life.
   b. Malcolm's attitude towards whites prior to his conversion to Islam.
   c. Malcolm's attitude towards whites after his conversion to Islam.
   d. Malcolm's break with the Nation of Islam.
   e. Malcolm's death (timing, possible reasons, effect on the black movement)

10. Assign the following topics for research and a report:

    a. Important black leaders today and their goals
    b. The Black Nationalists and their program
    c. The role of the federal government in Civil Rights
    d. The role of the states in advancing Civil Rights
    e. Black political gains in the 1960's
    f. Which path for black leaders?

11. Have students make up a questionnaire and take a poll in their school and/or community to see if the people favor separation or integration. Ask students to solicit reasons for the answers they receive.

12. Have a committee report on CORE, its goals, leaders, and activities.

13. Have students debate or write reports on the following topics:

    a. What is black power?
    b. Can integration be forced?
    c. Is black nationalism and racial separation good for blacks or whites?
    d. Solutions to America's racial crisis
    e. What should government (federal, state, and local) do to help realize the American dream for all?
    f. Is true integration possible in America?
    g. Have riots helped or hindered the black man's struggle for his rights?

14. Instruct students to read excerpts from the *Report of the National Advisory Commission on Civil Disorders*. Assign research topics to answer the following questions:

    a. What happened?
    b. Why did it happen?
    c. What can be done?
    d. What are at least four of the Commission's major conclusions?

15. Ask students to construct a chart showing various methods which have been used to deny Negroes their rights.

16. Keep a bulletin board of the fast changing events in race relations.

17. Encourage students to bring in reports on books written by black authors. Hand out a suggested list from which students may choose.

18. Have students add the following terms and their definitions to their vocabulary lists:

self-identification	integration
black power	black awareness
separatism	"Uncle Tom"
disillusioned	Black Nationalism
militant	

Evaluation:

1. Write a brief essay in which you discuss the concept of black awareness and black identity. An acceptable essay would include:

   1. In the case of black students, look for a more positive image of himself and an increased pride in his African and American heritage.
   2. In the case of the non-black student, look for an understanding of and respect for those of African descent.

2. Write a paragraph on what the term black power means to you. Since this is a personal point of view, each statement should be judged on its own merit.

3. Describe the philosophy of each of the following personalities in a sentence or two. Some acceptable answers might be:

   1. Stokely Carmichael is usually given credit for creating the phrase black power by which he advocated that the black man should establish his own economic and political power base.

   2. James Forman holds white American society responsible for the economic plight of the black man and advocates that certain economically powerful white institutions pay reparations to Afro-Americans.

   3. Malcolm X advocated that blacks control the economics and politics of their communities. He felt violence should not be used, except in self-defense.

   4. Roy Wilkins believes in interracial cooperation, political and economic persuasion, and legal action to correct the racial injustices in American society. He also feels that black people should have more control over their own destiny.

   5. Eldridge Cleaver is a strong proponent of black nationalism and the philosophy of self-determination for the black man in America.

4. Demonstrate your knowledge of the organizations listed by completing the chart. Some acceptable answers might be:

BLACK ORGANIZATIONS

Organization	Philosophy	Effectiveness
CORE (Congress of Racial Equality)	1. An interracial organization founded on the philosophy of Gandhi as an urban movement against discrimination. 2. Recently the organization has modified its non-violence philosophy, permitting its members to use violence in self-defense.	1. Staged successful non-violent sit-ins and sent the first "freedom riders" into the South to test segregation laws and practices in interstate transportation.
Nation of Islam (Black Muslims)	1. Believes in the glorification of blackness and deprecation of whiteness. 2. Feels that racial integration is hopeless and that separation of the races is the solution to America's social problems.	1. Small, tightly organized group. 2. Has had only a minor impact on the black community.
SNCC (Student Non-Violent Coordinating Committee)	An interracial, non-violent organization to fight against racial injustice.	1. Played a significant role in the sit-in, "Jail, no bail" movement in the South recently. 2. Seems to be losing some of its support.
SCLC (Southern Christian Leadership Conference)	A non-violent organization which uses legal action and political and economic persuasion to fight racial discrimination.	This organization of Dr. Martin Luther King has been a significant factor in ending segregation of public facilities and dramatizing the inequalities in American society.

5. Write an essay in which you discuss the findings of the President's (National Advisory Commission on Civil Disorders). Some information which should be included in the essay follows:

   a. What happened?

      A series of civil disorders involving Negroes acting against local symbols of white American society rather than against white persons.

   b. Why did it happen?

      1. White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II.

      2. Some results of white racial attitudes are:

         - persuasive discrimination and segregation
         - black migration into and white exodus from urban centers
         - the growth of black ghettos and their ensuing evils
         - the frustrated hopes of black people by creating a climate which makes for the legitimacy of violence
         - the feeling among many Negroes of powerlessness

   c. What can be done to prevent those disorders from happening again?

      1. Adopt programs that will produce quick and visible progress.
      2. Efforts must be made by all levels of government to aid the black community to improve employment opportunities, education, housing etc.

   d. Some major conclusions:

      1. The nation is moving toward two societies - "one black, one white - separate and unequal."
      2. This movement toward separation can be stopped if the nation alters its priorities and presses for a national resolution.
      3. "Violence cannot build a better society. Disruption and disorder nourish repression, not justice."
      4. The community cannot and will not tolerate mob rule.
      5. White racism is essentially responsible for the disorders.

6. Write a paragraph in which you answer the following question: Is separation or integration the answer to America's dilemma? Since this is a personal point of view, each paragraph should be evaluated on its own merit.

UNIT XIV: THE 1970'S: UNCERTAIN FUTURE

Objectives:

The students should be able to:

- analyze the "Southern Strategy" of the Nixon - Agnew administration.
- cite evidence of the changing philosophy of the Black Panther Party.
- identify and discuss the philosophy of various black leaders of the 1970's.
- analyze the Attica Massacre.
- describe the effects of the Vietnam War on black Americans.
- point out and discuss present day issues of concern to black Americans.

Outline:

A. The effectiveness of the 1964 Civil Rights Act and the Voting Rights Act of 1965.

B. The evolution of Malcolm X.

C. Black Power vs. White Backlash

D. The effects of the Vietnam War on the black community.

E. Blacks and the Nixon - Agnew "Southern Strategy."

F. The Black Panther Party and its changing philosophy.

g. The Attica Massacre.

H. Angela Davis vs. the Government.

I. Pressing issues facing the black community.

References:

- *Bondage*, pages 435-468

Study Questions:

1. What were the major provisions of the following acts: Civil Rights Act (1964) and Voting Rights Act (1965)?

2. How did the philosophy of Malcolm X change after he left the nation of Islam?

3. Why were blacks not impressed by talk of a backlash?

4. In what ways did the Nixon - Agnew "Southern Strategy" affect black Americans?

5. In the early 1970's, how did the philosophy of the Black Panther Party change?

6. What impact did the Vietnam War have on blacks and whites in America?

7. What was the significance of the Angela Davis situation to all Americans - particularly black Americans?

8. What do you consider are some of the more pressing issues of today? Why did you select these issues?

Suggested Activities:

1. Have students research in newspapers and magazines published during the Nixon - Agnew administration, examples of the two men's "Southern Strategy. Reports should be written and presented to the class.

2. Ask several students to write to the Black Panther Party in Oakland, California and ask for literature on its program there. Make this literature available to all class members for review and discussion.

3. Ask the class to collaborate on making a chart which contains the names, philosophies, programs and effectiveness of some important black leaders of today. Place the chart on the classroom bulletin board.

4. Have a committee of students research the events of the Attica Massacre and present an analysis of this event to the class.

5. Have a student panel discuss the following topic: The effects of the Vietnam War on the black community.

6. Have a brainstorming session with the class. Compile a list of what the students feel are the five major issues facing black Americans in the 1970's. Have an intensive discussion of each of these issues.

Evaluation:

1. Write an essay of approximately 200 words in which you describe and analyze the "Southern Strategy" of the Nixon - Agnew Administration. An acceptable essay might include some of the following information:

   . Nixon's decision to maintain a hands-off policy towards the race problem.

   . Nixon's subtle and not so subtle encouragement of racist attitudes among whites, particularly in the South, but also in other parts of the nation.

- Nixon's cynicism towards America's race problem as evidenced by such statements as the one he made in the Fall of 1970 at a partisan Southern political rally in which he stated, "I do not believe there are any second class citizens in the United States of America today."
- Nixon's obvious interest at achieving political gain, often at the expense of the black community, caused great disillusionment among blacks.
- Both Nixon and Agnew gave speeches or made statements that used fear and division to polarize and divide the American people.
- There were few blacks in the Nixon Administration.

2. Complete the following chart concerning the Black Panther Party.

PRESENT LEADERS	MEMBERSHIP	LOCATION OF PRESENT POWER BASE
Huey Newton Bobby Seals	Probably never more than a few hundred members	California -- mainly in the city of Oakland

PHILOSOPHY OF THE ORIGINAL PARTY	PHILOSOPHY OF THE PRESENT PARTY
. To help the black community to uplift and liberate itself	. To help the black community uplift and liberate itself
. Stresses self-help and self-improvement	. Stressed self-help and self-improvement
. Called for violent defense against the police, who were looked upon as agents of the repressive white power structure	. Stresses direct political activism
. Leaned towards nihilism	. Emphasis on working to bring about change within the mainstream of American society
. Emphasized that the destinies of blacks and whites in America were in basic conflict	

PRESENT PROGRAMS TO AID THE BLACK COMMUNITY

- Free breakfast program for poor children
- Clothing for the poor
- Consumer protection
- Cultural awareness activities
- Support of proper law enforcement
- Reform of the penal system

3. Select two contemporary black leaders and write an essay of approximately 200 words in which you describe the philosophy and activities of each of these individuals.

   . This particular essay will have to be judged on the quality of the student's presentation of factual information concerning whatever two black leaders the student chooses.

4. Write an essay of approximately 200 words in which you state <u>your opinion</u> as to whether or not the Attica Massacre was a significant event in American history.

   While this is an open-ended question, students might make some of the following points:

   . The incident depicts the racism which pervades this nation's penal system.

      Eighty-five percent of Attica's inmates were either black or Spanish-American.

      Almost all prison guards were white.

   . Prison conditions were deplorable - the demands of the inmates for a correction of these conditions were basically reasonable and human.

   . Governor Rockefeller did not help the situation when he refused to come to the prison and discuss the prisoners' demands.

   . Governor Rockefeller's action of sending 1700 National Guardsmen with orders to "shoot to kill" was largely responsible for the violence which resulted - 43 men killed (31 prisoners and 11 hostages).

   . Not a single firearm was used by the prisoners in the one-sided battle.

   . No throats were slashed as originally stated by a prison authority, as proved by the state's medical examiner.

5. List at least four ways the Vietnam War affected the black community in the United States. Students might list some of the following information:

   . The fact that so many young black males were being drafted to fight and perhaps die in this far away land caused many black youngsters to become especially critical of American society and demoralized.

   . A large percentage of blacks were draft victims, since they could not afford college educations and thereby receive exemption.

   . Blacks were fighting and dying in disproportionate numbers in Vietnam, while many blacks in the United States were still living as second class citizens.

   . The war drained away much of the money that might have been used to help correct some major problems faced by blacks in American ghettos.

- The hopelessness and demoralizing impact of the Vietnam War on both blacks and whites alike helped to create an atmosphere of anxiety and tension throughout the nation.

6. List and discuss three present-day issues that concern the black community. Keep your response brief and to the point.

   - This statement is open-ended. Teachers should accept whatever responses students make, as long as these responses are supported with evidence.

PART II

TOPICAL APPROACH

OVERVIEW

Topical Approach

FIRST SEMESTER

Units	Focal Points	Lessons	In-Class Readings
I	Why Afro-American History?	3	1 day
	All Races and Peoples have made Contributions to Civilization There is a Need for Afro-American History		
II	African Backgrounds	14	4 days
	African Geography, Peoples and Civilizations; Development of Society, Government, and Economy The Afro-American's African Heritage		
	References: *Bondage*, pages 3-28 Franklin, pages 3-41 Katz, pages 3-19		
III	The African Slave Trade	12	3 days
	The Early History of Slavery The Slave Trade in Latin America The Slave Trade in the English Colonies		
	References: Bennett, pages 29-41 Franklin, pages 42-70 Katz, pages 3-19		
IV	Life Under Slavery	14	4 days
	Latin American Slavery Slavery in the North and South Slave Life on a Plantation		

Units	Focal Points	Lessons	In-Class Readings
	References: Bennett, pages 29-127 Franklin, pages 71-242 Katz, pages 20-42, 92-134		
V	Negro Participation in American Wars	14	4 days
	Early Wars Civil War United States Wars in the Twentieth Century References: Bennett, pages 48-69, 160-182, 274-326 Franklin, pages 126-144, 166-184, 271-296, 413-432, 452-476, 573-622 Katz, pages 44-91, 188-239, 369-394, 447-473		
VI	Reconstruction and Segregation	12	3 days
	Government Efforts to Solve Problems of the Negro in Reconstruction Accomplishments and Failures of Reconstruction Governments Reactions of Southern Whites to Reconstruction, "Jim Crowism" References: Bennett, pages 183-241 Franklin, pages 297-381 Katz, pages 240-381		
	Second Semester		
VII	The Negro's Quest for Freedom	14	4 days
	Plight of the Free Negro in the North and South (1780-1860) Struggle for Freedom During the Abolition Period The Freedom Fight Since the Civil War		

Units	Focal Points	Lessons	In-Class Readings
	References: Bennett, Chapter 2 throughout the text Franklin, Chapter 4 throughout the text Katz, throughout the text		
VIII	The Negro's Role in the Growth and Expansion of American Society Contributions of Negroes, Free and Slave, Before the Civil War The Negro Role on the Frontier and in the Cities Contributions of Negroes to Twentieth Century American Society References: Bennett, Chapter 2 throughout the text Franklin, Chapter 4 throughout the text Katz, throughout the text	20	6 days
IX	Development of Black Awareness Early Intensification and Black Consciousness Negro Protest Movements over Race Riots and Racism Black Protest Against Economic Plight in the Twentieth Century Concepts of Black Nationalism and Black Power References: Bennett, pages 96-219, 274-372, 608-652 Franklin, pages 185-270, 297-323, 382-412, 433-452, 477-572 Katz, pages 20-43, 92-187, 240-307, 337-421, 447-514	14	4 days
X	Report of National Advisory Commission on Civil Disorders	12	4 days

Units	Focal Points	Lessons	In-Class Readings
	Formation of Commission Methods Used by Commission Suggested Solutions Conclusions of the Commission References: *Report of National Advisory Commission on Civil Disorders**	12	4 days

*Available in all school libraries.

UNITS, I, II, III

For the first three units of the Topical Approach, refer to the detailed outlines on the following pages:

Unit I Why Afro-American History?, page 9

Unit II African Backgrounds, page 15

Unit III The Slave Trade, page 33

UNIT IV: LIFE UNDER SLAVERY

A. The Latin American experience

1. During the sixteenth century, Negro slaves were brought to the Caribbean Islands and lands north of the Rio Grande (Spanish and Portuguese).

   a. They worked in the fields and on plantations.
   b. They worked in the mines.

2. The slave's language and culture were Iberian, and his new religion was Roman Catholic.

3. Negro slavery in Latin America was different from the institution which developed later in the British colonies.

4. Slavery in Latin American history

   a. The first Negroes in the New World served as explorers as well as slaves.
   b. Slavery in the New World was profitable.

      1. Vast natural resources
      2. Shortage of labor
      3. Underdeveloped regions

   c. Europeans failed to enslave the Indian inhabitants.
   d. Slavery in Latin America was harsh.

      1. Black Codes controlled the lives of slaves.
      2. There were numerous instances of uprisings and insurrections.

         a. Colombia - there were several outbreaks in the 1550's.
         b. Brazil - there were major insurrections in Bahia and Rio de Janeiro in the seventeenth century.
         c. Fugitive slaves established a flourishing Negro state, the Republic of Palmares (1630), in northeastern Brazil.

   e. Slave life in Latin America was not as harsh as in the United States.

      1. The Catholic Church was a factor in reducing the harshness of slavery. It looked upon the slave as a human being with an immortal soul. Religious and secular instruction helped reduce illiteracy and to acclimate the Negro slave to the ways of European masters. The Church advocated manumission and permitted interracial marriages. The significance of this was that Latin America today is a product of biological and cultural fusion, and the Negro in Latin America achieved social status before legal status.

2. Slavery in Latin America spread throughout the area of Spanish and Portuguese control.

   a. Both the slave and master had more room to assert themselves.
   b. The slave presented no serious problem in sheer numbers. There was less fear of insurrection and less reason for Spaniards to become more inhumane.

3. Latin American society generally had a greater respect for the Negro as a human being than the English did.

f. Emancipation for Latin American slaves

1. In 1794 France proclaimed universal freedom for everyone living under the French flag.

   a. The slaves were freed in the French West Indies.
   b. Haiti was the first New World country to abolish slavery. The Haitians were led by Toussaint L'Ouverture. Haitian armies led by Dessalines, Christophe, and Clervaux eventually defeated Napoleon's army and won independence. Slavery was abolished in 1804.

2. Slavery was abolished in the United Provinces of Central America in 1824, in Mexico in 1829, and in most of Latin America by 1855.
3. Cuban slaves achieved freedon in 1886.
4. About 700,000 Brazilian slaves were freed in 1888.

g. The influence of the African slave and his descendants is still felt in Latin America.

1. They helped shape political life, religious, and economic institutions.
2. They made contributions to music, the dance, fine arts, and social customs.
3. The literature and folklore of Latin America bear the imprint of Negro themes.
4. Latin American history is a record of Negro statesmen and soldiers who fought for and won freedom.

B. Slavery on the North American continent

1. Negroes came to the English colonies in 1619.

   a. A Dutch ship with twenty Africans landed at Jamestown.
   b. The first Negroes were sold as indentured servants; there were many white bound servants also.

2. The beginning of Negro slavery

   a. After 1641, several colonies passed laws making Negroes serve for life as slaves.

1. Slaves had no rights.
2. Slaves were thought of as chattel (property).
3. Slaves were thought of as subhuman.

b. Rationale for the rise of Negro enslavement

1. Failure to make Indians slaves

a. The Indians refused to work.
b. The Indians refused to eat or died of disease.
c. The Indians could escape into the wilderness and return to their tribes.

2. Whites did not work out as slaves.

a. Once their indenture was up, whites had to be replaced.
b. Whites who could escape blended in with other colonists.

3. Negroes offered a strong, intelligent, cheap, highly visible work force.

a. Valuable background in agriculture
b. Color made then highly visible - difficult to escape
c. At first were non-Christians
d. Laws passed to prevent escape from slavery through baptism

3. The slave trade became big business.

a. It made many men wealthy in America and Europe (Triangular Trade).
b. The New England economy depended on the slave trade (Newport, Rhode Island, principle port of entry).
c. There was a tremendous need for labor on the farms of the South (especially with the development of the plantation system).
d. The invention of the cotton gin (1793) and the growth of the textile industry in Great Britain and New England made the slave trade increase.

C. Slavery in the North

1. Slaves were in high demand in New Netherlands; they worked on farms in the Hudson River Valley - colony taken over by the English.

2. New York had harsh slave codes.

3. Most slaves served as domestics; some were used as sailors in New England.

4. The economy of the North was not suitable to large scale slave labor.

D. Slavery in the South

1. In 1860 the white population was 8,000,000.

   a. 384,884 owned Negro slaves.
   b. 200,000 slave owners had five slaves or less.
   c. 338,000 (88%) slave owners had fewer than twenty slaves.

2. Thirty to sixty slaves were considered the most profitable working force.

E. The growth of the plantation system in the British North American colonies

1. Description, development of plantation system

2. Causes for growth of the plantation system

3. Change from use of indentured servants to use of Negro slaves

4. Slave trade and slave breeding increased the number of slaves in the South.

5. Life on a plantation for Negro slaves

   a. Birth into slavery

      1. Child of a slave was also a slave.
      2. Slave was chattel (property).

   b. Value - by 1860, a prime field hand sold for as much as $1,800.
   c. Numbers of slaves (1850)

      1. In towns - 400,000
      2. On farms and plantations - 2,800,000

         a. 1,800,000 slaves worked on farms and plantations.
         b. The remainder worked in the cultivation of tobacco, rice, and sugar cane.

   d. House slaves

      1. Usually light-skinned - often related to master of plantation
      2. Cared for house, yards and gardens, cooked the meals, drove and repaired carriages, performed personal services.
      3. Usually a number of highly skilled artisans and mechanics
      4. Usually a little better treated

   e. Field slaves

      1. Most slaves were in this category
      2. Worked under supervision of owner, overseer, or driver
      3. Work very difficult

4. Work systems

   a. Task system
   b. Gang system

f. Slave life was degrading.

   1. Slaves generally received the bare necessities of life.

      a. Housing poor - usually windowless cabins without flooring
      b. Food - meal, poor grades of meat, some fish
      c. Poor clothing

   2. Slaves had little leisure time.

      a. He worked from dawn to dark.
      b. He had to use his little leisure time for personal business.
      c. A few slave owners gave slaves a little time for themselves.

   3. Slaves did not have normal family lives.

      a. Families often broken up.
      b. Many masters would not permit formal marriages.
      c. Female slaves were purposely mated with various male slaves.

   4. Slave codes

      a. Master lived in constant fear of slave uprisings.
      b. Slave codes covered every aspect of slave life (varied from state to state).
      c. Slave codes were based on the assumption that slaves were property rather than persons.
      d. Slave codes were laws to protect ownership of property rather than property itself.
      e. Slave was made dependent in every respect upon his master's judgment or whim.

   5. Treatment of slaves

      a. Slaves who violated codes were tried in regular courts.
      b. Petty offenses were punished by whippings, more serious ones by branding, imprisonment, or death.
      c. Slaves had no rights - there was no due process of law.
      d. Patrols were organized to enforce slave codes.

F. The slaveholder's defense

1. Protagonists of slavery

a. Edward Brown
b. George S. Sawyer
c. George Fitzhugh
d. Beverly Tucker

2. Antagonists of slavery

a. Hinton R. Helper
b. Abolitionists

G. Slave revolts

H. The Civil War

UNIT V: NEGRO PARTICIPATION IN AMERICAN WARS

A. French and Indian War

B. American Revolution

1. March 5, 1770 - Crispus Attucks became the first martyr of the Revolution.

2. Negro Minutemen fought at Lexington and Concord.

3. June 7, 1775 - Negroes served at Bunker Hill.

4. Black Haitian volunteers helped recapture Savannah.

5. Documents of states indicate:

   a. Rhode Island raised a regiment of 300 slaves.
   b. New Hampshire enlisted 629 slaves.
   c. New York enlisted 1,500 slaves.
   d. Connecticut enlisted a regiment of Negro soldiers.
   e. Maryland raised 750 Negro troops.
   f. From Bunker Hill to Brandywine, from Valley Forge to Monmouth, Negroes fought gallantly side by side with white soldiers in ten brigades.
   g. About 5,000 Negro soldiers were scattered throughout the Continental Army.

6. Negro arms bearers

   a. Salem Poor
   b. Peter Salem
   c. Lemuel Haynes
   d. Primas Black
   e. Epheram Blackman
   f. Tack Sisson
   g. Deborah Gannett
   h. James Forten
   i. Saul Matthews

7. About 100,000 slaves were able to escape from slavery.

8. Negro participation was significant to an American victory.

9. The rise of anti-slavery sentiment as a result of the Revolution.

10. Negroes also fought on the side of the British, Lord Dunmore took 14,000 slaves with him when he left American soil.

C. War of 1812

1. *Leopard-Chesapeake* Affair (1807)

   a. The British took four American seamen from the *Chesapeake*.
   b. Three of the sailors taken were Negro.

2. Negroes comprised at least one-sixth of the American Navy.

   a. Negroes served alongside Commodore Chauncey during the Great Lakes campaigns.
   b. Fifty Negroes were with Oliver H. Perry when he met and defeated the British on Lake Erie.
   c. January 8, 1815 - two battalions of 500 free Negroes fought with Jackson to break the hold of the British before New Orleans.

D. War for Texas Independence

1. Negroes fought in battles from the Alamo to San Jacinto.

2. Some Negro participants:

   a. Greenbury Logan (settler)
   b. Rendrick Arnold (scout for three American armies)
   c. Aaron Ashworth (owned 2,570 head of cattle)
   d. Isham Hicks (set up First Methodist Church in Comanche County)

E. Civil War

1. 1862 - Robert Smalls and eight other Negroes seized the Confederate steamer, *The Planter*.

   a. They turned the ship over to the Union.
   b. Smalls became a colonel in the U.S. Colored Troops.

2. 1862 - Negro "Native Guards" of Louisiana organized and joined the United Forces.

3. June 7, 1863 - 800 Negroes fought 300 whites at Milliken's Bend.

4. 1863 at Port Huron - First (free Negroes) and Third (freedmen) Louisiana Native Guards fought the Confederates.

5. 1863 - Kansas Colored Volunteers were formed.

6. July 30, 1868 at Petersburg - eight Negro regiments cut through Confederate lines.

7. Some Negro regiments that served with distinction:

a. Nashville, Tennessee - 14th, 17th, 18th, and 44th Regiments
b. 12th, 13th, and 100th Regiments of the United States Army
c. Massachusetts - 54th and 55th Regiments

8. The number of Negroes that served the Union:

a. 186,000 Negro soldiers
b. 29,511 Negro sailors
c. 50,000 Negro soldiers and sailors died
d. Between 75 to 100 Negro officers - the highest-ranking Negro officer was Lieutenant Colonel Alexander T. Augustana

9. Congressional Medal of Honor winners - 21 Negroes

10. Some Negro participants in the war

a. Jacob Dodson
b. Sergeant William H. Carney
c. Andre-Cailloux
d. Decatur Dorsey
e. Harriet Tubman

11. Hardships faced by the Negro troops

12. Over 200,000 Negro civilians employed by Union Army

13. Negroes played significant role in the Union victory

14. Negro slaves important to the South's war effort

F. Spanish-American War

1. Sinking of battleship *Maine* - 30 Negroes killed

2. Ninth and Tenth Cavalries, the 24th and 25th Infantries helped win assaults at El Caney and San Juan Hill

3. Volunteer Negro troops from Alabama, Illinois, Kansas, Ohio, Virginia

4. Third North Carolina Infantry - Commanding Colonel James J. Young (Negro)

5. Eighth Illinois Negro Regiment - Colonel John R. Marshall (Negro)

6. Ninth Ohio Regiment - Major Charles Young (Negro)

7. Negro Congressional Medal of Honor recipients:

a. Dennis Ball
b. Fita Lee

c. William Tompkins
d. George Wanton
e. T.G. Butler
f. Sergeant Edward L. Baker

8. The significance of the Negroes' role in the war

G. World War I

1. At beginning of the war, 20,000 Negroes in the Regular Army and 10,000 in the National Guard

2. Between June 5, 1917 and September 12, 1918

a. 2,290,529 Negro men registered for service
   1. 400,000 served in the U.S. Army
   2. 200,000 Negro men went to France
   3. 42,000 were combatant troops
   4. 10,000 volunteered for the Navy
   5. 2,000 served in the American Transport Force.
b. Largest division was the 92nd
   1. Infantry
   2. Field artillery
   3. Machine gun battalion
   4. Signal Corps

3. Negro women served as yeo-women

4. 194 officers and men received decorations.

a. Congressional Medal of Honor
b. Distinguished Service Cross
c. Legion of Honor
d. Croix de Guerre
   1. The first Americans to receive this medal were Henry Johnson and Needham Roberts (destroyed German raiding party of twenty men).
   2. Four entire Negro regiments won this honor.

5. 368th Negro Infantry distinguished themselves at the Battle of Argonne.

6. 1,400 Negro commissioned officers

7. The significance of the Negro to the Allied victory

a. Military
b. Civilian

H. World War II

1. 3,000,000 Negro men registered for service.

   a. 701,673 Negroes served in the Army.
   b. 165,000 Negroes in the Navy
   c. 5,000 Negroes served in the Great Guard
   d. 17,000 Negroes served in the Marine Corps.
   e. 4,000 women served as Waves and Wacs.

2. 500,000 men and women served overseas.

3. Colonel Campbell Johnson became executive assistant to the Director of Selective Service.

4. Colonel R. O. Davis, Sr., became the first Negro brigadier general.

5. William H. Hastie became a civil aid to the Secretary of War.

6. R.O.T.C. units were added to several colleges, including Virginia State College, Hampton Institute, A and T College, Prairie View State College, and Tuskegee Institute.

7. Lieutenant Colonel Benjamin O. Davis, Jr., of the Negro Air Combat Unit took part in the bombing of Pantalleria.

8. Dorie Miller was decorated for heroism in the Pearl Harbor attack.

9. Hugh Mulzac became America's first Negro captain - captain of the liberty ship *S.S. Booker T. Washington.*

10. Thirteen liberty ships were named for Negroes.

    a. The *S.S. George Washington Carver*
    b. The *S.S. Frederick Douglass*
    c. The *S.S. John Merrick*
    d. The *S.S. Robert Vann*
    e. The *S.S. Paul Lawrence Dunbar*
    f. The *S.S. James Weldon Johnson*
    g. The *S.S. John Hope*
    h. The *S.S. John Q. Murphy*
    i. The *S.S. Robert S. Abbott*
    j. The *S.S. Edward A. Savoy*
    k. The *S.S. Toussaint L'Ouverture*
    l. The *S.S. Harriet Tubman*

11. In December 1944, 2,500 Negroes served in the Battle of the Bulge.

12. In the South Pacific, the 93rd Infantry served with other troops in jungle fighting.

13. By Executive Order 9981, the President called for equality of opportunity and treatment. Officer training was opened to all by 1949.

14. Negro soldiers and civilians faced much discrimination.

15. The significance of the Negro to the Allied victory.

    a. Military
    b. Civilians

I. Korean conflict

1. Negroes served with white soldiers in all branches of the armed forces.

2. Negro troops of the 24th Infantry Regiment recaptured Yachon, Korea, after a sixteen-hour battle (June 21, 1950).

3. Negro Congressional Medal of Honor winners

    a. William Thompson
    b. Cornelius H. Charlton

4. 24th Infantry Regiment was the last of the all-Negro units deactivated in Korea (October 1, 1951).

J. Vietnam conflict

1. Position of U.S. Government

2. Negro involvement

3. Significance to the Negro community

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UNIT VI: RECONSTRUCTION AND SEGREGATION

A. The significance of the Civil War to the Negro

B. Problems faced by the Negro in the North and the South after the Civil War

   1. Social

   2. Economic

   3. Political

C. Efforts on the part of the government to solve the problems of Reconstruction

   1. Black Codes

   2. Presidential Reconstruction

   3. Congressional Reconstruction

   4. Freedman's Bureau

D. Civil rights amendments

   1. Thirteenth Amendment

   2. Fourteenth Amendment

   3. Fifteenth Amendment

E. Role of the Negro in Reconstruction governments

   1. Congressmen, Lieutenant Governors, superintendents of schools, state treasurers, sheriffs, policemen, judges

   2. Two Negro Senators and fourteen Negro Representatives in the United States Congress

   3. Some leaders

      a. Blanche K. Bruce (Mississippi)
      b. P.B.S. Pinchback (Louisiana)
      c. John Roy Lynch (Mississippi)
      d. Henry MacNeal Turner (Georgia)
      e. Joseph Rainey (South Carolina)
      f. Hiram Revels (Mississippi)

4. Negroes voted for the first time in elections of 1867-68 - of 4,000,000 Negroes, 700,000 qualified to vote (660,000 Southern whites registered).

5. Control of Southern legislatures

   a. Only in South Carolina did Negroes have a majority (lower house).
   b. Louisiana - Negroes held 50% of the seats.
   c. Mississippi - carpetbaggers had a majority.

F. Accomplishments of Reconstruction governments

1. New services to public

2. Free public schools for all children

3. Public hospitals, asylums for the deaf, dumb, and blind

4. Old-age homes

5. New state governments rebuilt roads, bridges, and public buildings

6. Built more railroads

7. Revised tax laws

8. Broadened voting base

G. Corruption of Reconstruction governments was part of the national scene.

H. The reaction of Southern whites to Reconstruction

1. Formation of Ku Klux Klan and other terrorist organizations

2. Use of violence and threats of violence against Negroes and their white allies

3. The formation of the "Solid South" (Democrats)

I. The return to home rule in the South

J. Reconstruction fails the Negro

1. Election of 1876

2. The withdrawal of federal troops from the South

3. The return of the South to the control of white supremacists

4. Northerners and Republicans lose interest in the Negro

5. Negroes left without an economic or political base

K. The rise of "Jim Crow"

1. Thomas Dartmouth Rice

2. Jim Crow: laws, rules, and customs that came about after Reconstruction ended. Laws which governed social relations between Negroes and whites.

3. Integration had been impossible during slavery.

4. Free Negroes in both North and South faced discrimination and segregation.

5. Black Codes - Southern states passed these laws immediately following the Civil War.

6. First "Jim Crow" laws appeared in 1881 - in 1896, Virginia, North Carolina, and South Carolina

7. Some Southerners spoke out against "Jim Crowism"

   a. George Washington Cable - *The Silent South* (1885)
   b. Lewis H. Blair - *The Prosperity of the South Dependent on the Elevation of the Negro*

8. The reasons for "Jim Crow's" existence

9. The effects of "Jim Crowism" upon Negroes

10. The effects of "Jim Crowism" upon whites

11. *Plessy vs. Ferguson*

    a. Made "Jim Crow" laws constitutional.
    b. Justice John Marshall Harlan dissented.

12. Booker T. Washington attempted to bring Negro and white communities closer together.

13. W.E.B. DuBois, John Hope, and Frederick Douglass attacked Washington's position on the Negro and social and political equality.

UNIT VII: THE NEGRO'S QUEST FOR FREEDOM

A. During the slave trade

1. Africans fought against traders on the African continent.

2. Africans committed suicide or deliberately injured themselves rather than become slaves.

3. Africans were involved in over 100 mutinies on board slave ships, many of which were successful.

B. During the colonial period

1. The colonies passed laws making Negroes slaves for life.

2. Negroes protested against slave codes.

3. The first serious slave conspiracy was in Gloucester County, Virginia (September 13, 1663).

4. The colonies passed anti-integration laws.

5. Germantown Quakers issued the first formal protest against slavery (February 18, 1688).

6. Quakers, led by men like John Woolman, made strong attacks on slavery.

7. Many slave revolts (unsuccessful)

   a. New York (April 7, 1712) - nine whites killed and twenty-one slaves executed.
   b. Slave conspiracy in Norfolk and Princess Anne counties, Virginia (1730).
   c. Slave revolt, Stono, South Carolina (September 9, 1739) - twenty-five whites killed.
   d. Slave conspiracy, New York City (1741) - thirty-one slaves and five whites executed.

8. Negroes fought for American Independence from the British.

   a. Crispus Attucks was killed in the Boston Massacre (1770).
   b. Massachusetts slaves petitioned the legislature for their freedom (1773).
   c. The first abolitionist society was organized in Philadelphia (April 14, 1775).
   d. Negro and white Minutemen fought at Lexington and Concord (1775).
   e. About 5,000 Negroes fought to drive the British out of the colonies.

C. Negroes played a significant role in the American victory over the British.

1. The Declaration of Independence gave new hope for the Negroes.

2. Slaves hoped winning the war would bring them freedom also.

3. Slaves helped the British, lured by the promise of freedom.

D. Postwar federal action

1. The Northwest Ordinance

2. The Constitution upheld slavery

a. The slave trade
b. The fugitive slave law
c. The three-fifths compromise

E. Early anti-slavery activity (1780-1830)

1. Lemuel Haynes

2. Benjamin Banneker

3. Paul Cuffe

4. Prince Hall

F. The plight of the free Negro in the North and South (1780-1860)

1. He was often sold back into slavery.

2. He faced continuous segregation, discrimination, and prejudice.

a. Social
b. Economic
c. Political
d. Religious

3. Most Negroes rejected colonization (return to Africa) - the Convention Movement.

G. The cause of abolitionism intensified (1830-1860)

1. Many whites worked for the abolition of slavery.

a. William Lloyd Garrison
b. Elijah Lovejoy
c. Theodore D. Weld
d. Harriet Beecher Stowe
e. John Brown

2. There were many Negro abolitionists.

   a. David Walker
   b. Charles Lenox Remond
   c. Frederick Douglass
   d. Harriet Tubman
   e. Sojourner Truth
   f. H. Ford Douglas

3. The Underground Railroad

   a. Purpose
   b. Significance

4. The Missouri Compromise (1820)

   a. Background
   b. Provisions
   c. Significance

5. The Compromise of 1850

   a. Background
   b. Provisions
   c. Significance

6. The Kansas - Nebraska Act 1854

   a. Background
   b. Provisions
   c. Significance

7. The Dred Scott case

   a. Background
   b. The Decision
   c. Its significance

H. The slaves longed to be free (1800-1860).

1. They ran away.

2. They engaged in work slowdowns.

3. Slave revolts

   a. Gabriel Prosser (1800)
   b. Denmark Vesey (1822)
   c. Nat Turner (1831)

I. Negroes, both slave and free, supported the Union in the Civil War.

1. Negroes fought for their freedom - an important factor in the Union victory.

2. Slaves were an important factor in Confederate efforts to defeat the Union.

3. The significance of the Emancipation Proclamation

4. The significance of Lincoln's Gettysburg Address

5. The end of the Civil War - its meaning for Negroes

J. Reconstruction

1. Black Codes

2. Negro members of Southern legislatures - accomplishments

3. Freedman's Bureau

K. The struggle for full citizenship (1865-1930)

1. Educational

2. Political

3. Economic

4. Social

5. The fight against all aspects of "Jim Crowism" and discrimination

a. Blanche K. Bruce
b. Frederick Douglass
c. Booker T. Washington
d. William E.B. DuBois
e. William Monroe Trotter
f. George Henry White
g. Marcus Garvey

L. The Afro—American becomes more militant (1900-1930).

1. The Niagara Movement

2. Whites used violence to intimidate Negroes (race riots, lynchings, etc.).

3. Organized response by Negroes

a. The founding of the NAACP (1909)
b. The founding of the National Urban League

4. The Negro's political importance

5. The Negro's struggle to solve the problems of urbanization and white racism

M. The Negro Renaissance

1. Alain Locke

2. Countee Cullen

3. Langston Hughes

4. Rudolph Fisher

N. The quest for equality (1930 to today)

1. The armed forces desegregated in 1948.

2. The Supreme Court orders schools to desegregate (1954).

3. Public facilities desegregated.

4. President Kennedy takes a strong stand on equality for all.

5. The rise of Dr. Martin Luther King, Jr.

6. The March on Washington

7. Black nationalism

8. The Black Revolution

UNIT VIII: THE NEGRO'S ROLE IN THE GROWTH AND EXPANSION OF AMERICAN SOCIETY

A. Negro roles in the New World

1. Free, slave, and indentured Negroes on Spanish, French, Dutch, Portuguese, and British expeditions to the New World

   a. With Columbus
   b. With Cortes in Mexico
   c. With Pizarro in Peru
   d. With De Ayllon in Florida
   e. With Coronado in New Mexico
   f. With Cartier and Champlain in North America
   g. With the Jesuits in Canada and in Mississippi
   h. With the French in Louisiana

2. Negro explorers

   a. Estevanico ("Little Stephen")
   b. Jean Baptiste Pointe du Sable
   c. Nuflo de Olano

B. The status of Negroes in colonial America

1. Negroes as indentured servants during the early colonial period

2. A Negro slave force in the New World and the awakening of powerful pro-slavery interests

3. Slave Codes

C. The Revolutionary and post-Revolutionary periods

1. Negroes participated in the fight for independence (some fought on the side of the British).

2. Contributions made by Negroes

   a. Phillis Wheatley
   b. Benjamin Banneker
   c. Lemuel Haynes
   d. Paul Cuffe
   e. Prince Hall
   f. Jupiter Hammon
   g. James Derham
   h. Absolom Jones
   i. Richard Allen
   j. Jean Baptiste Pointe du Sable
   k. Louis Temple
   l. James Forten

3. The Northwest Ordinance

4. The Constitution and slavery

5. The concern for human rights: early anti-slavery efforts

D. Negroes participated in the War of 1812.

E. The Free Negro in the South

1. Social conditions

2. Economic conditions

3. Political conditions

F. The Free Negro in the North

1. Social conditions

2. Economic conditions

3. Political conditions

G. The Negro fought to end slavery, but rejected colonization (Convention Movement).

1. Abolitionism

2. Negroes rejected the ideas of migrating to Africa.

H. Negroes as frontiersmen, miners, and homesteaders

1. James P. Beckwourth

2. Jacob Dodson

3. Saunders Jackson

4. George Bush

5. Hiram Young

I. The Negro and the Civil War

1. The significance of the Negro in the war

2. The significance of the war to the Negro

J. The Negro in post-Civil War America

1. Reconstruction

2. Reconstruction fails the Negro

3. The role of the Negro in westward expansion and industrial growth

   a. The Negro in the West
      1. As cowboys
      2. As protectors of the West (9th and 10th Cavalries and 24th and 25th Infantries)
      3. As miners
      4. As farmers
   b. Negro inventors
      1. Henry T. Blair
      2. Norbert Rillieux
      3. Granville T. Woods
      4. Elijah McCoy
      5. Jan E. Matzeliger
      6. Lewis Latimer
      7. John P. Parker
      8. George Washington Carver
      9. Garrett A. Morgan
   c. The Negro in diplomacy
      1. Ebenezer D. Bassett, Minister, Resident and Consul General in Haiti, 1869
      2. James M. Turner, Minister, Resident and Consul General in Liberia, 1871
      3. Henry Highland Garnet, Minister, Resident and Consul General in Liberia, 1882
      4. Frederick Douglass, Minister, Resident and Consul General in Haiti, 1889
   d. The Negro in national defense
      1. Negro units were organized as part of regular military establishment.
         a. 9th Cavalry, 1866
         b. 10th Cavalry, 1866
         c. 24th Infantry, 1869
         d. 25th Infantry, 1869
      2. Negroes served in the Spanish-American War.
   e. Negro educational institutions
      1. Fisk
      2. Atlanta
      3. Tongaloo
      4. Hampton
      5. Shaw
      6. Morehouse
      7. Biddle
      8. Tuskegee
      9. Lincoln

K. The rise of racism and "Jim Crowism"

   1. Increase of laws to separate the races

2. Increase of lynchings

3. Movement of anti-Negro feeling to North and West

4. Deep inroads by Ku Klux Klan

5. No place for Negro in industry until after 1914

L. Urbanization of the Negro after 1910

1. From agrarian to unskilled industrial laborers

2. Excluded from craft unions and skilled jobs

3. Poverty: ghettos and constant unemployment

4. Negroes in business

M. Negroes react to retrenchment - the struggle for equal rights

1. Booker T. Washington and the "Atlanta Compromise"

2. W.E.B. DuBois speaks out for equality

3. The Niagara Movement

4. The formation of the NAACP

5. The Urban League organized

6. Negroes lack political power

7. The Marcus Garvey Movement

N. The Negro in World War I

O. Post-World War I urbanization and race violence

1. The intensification of racism (white and black)

2. The Negro in industry

3. The Negro in labor

4. The Negro Renaissance

P. The Negro and the New Deal

1. Economic problems

2. Social problems

Q. Contributions of Negroes to American Society in the twentieth century

1. Education

   a. Booker T. Washington
   b. Mary McLeod Bethune
   c. Dr. Benjamin Mays
   d. Dr. Mordecai W. Johnson
   e. Mary Church Terrell

2. Science

   a. George Washington Carver
   b. Dr. Percy L. Julian
   c. Dr. Ernest Everett Just

3. Medicine

   a. Dr. Daniel Williams
   b. Dr. Charles Drew
   c. Dr. Peter Marshall Murray

4. History

   a. W.E.B. DuBois
   b. Carter G. Woodson
   c. Charles H. Wesley
   d. John Hope Franklin

5. Law

   a. William H. Hastie
   b. Charles H. Houston
   c. Everett E. Lane
   d. Thurgood Marshall

6. Diplomacy

   a. Dr. Ralph Bunche
   b. Richard L. Jones
   c. Clifton R. Wharton
   d. Carl T. Rowan
   e. Patricia R. Harris

7. Politics and Political Offices

   a. Oscar DePriest
   b. William L. Dawson
   c. Adam Clayton Powell
   d. Charles Diggs
   e. Edward W. Brooke
   f. Carl Stokes
   g. Robert C. Weaver

8. Literature

   a. Poetry
      1. Paul Lawrence Dunbar
      2. Countee Cullen
      3. Langston Hughes
   b. Writers
      1. James Weldon Johnson
      2. Richard Wright
      3. James Baldwin

9. Newspapers and magazines

   a. John H. Murphy, Sr., and Carl J. Murphy
   b. Robert Vann and Mrs. Robert Vann
   c. Robert H. Abbott and John H. Senstack
   c. John H. Johnson

10. Painting, art, sculpture

   a. Aaron Douglass
   b. Hale Woodruff
   c. James L. Wells
   d. Richard Barthe
   e. Augusta Savage

11. Music

   a. William Grant Still
   b. John Work
   c. Paul Robeson
   d. Marian Anderson
   e. Leontyne Price
   f. Duke Ellington
   g. Louis Armstrong

12. Sociology

   a. E. Franklin Frazier
   b. Kenneth Clarke (psychologist)

13. Labor

   Philip Randolph

14. Civil rights

   a. Walter White
   b. Roy Wilkins
   c. Whitney Young
   d. Martin Luther King

15. Militant blacks

    a. Marcus Garvey
    b. Malcolm X
    c. Elijah Muhammed
    d. Stokely Carmichael
    e. H. Rap Brown

16. Sports

    a. Baseball
        1. Satchel Paige
        2. Josh Gibson
        3. Jackie Robinson
        4. Willie Mays
    b. Football
        1. Paul "Tank" Younger
        2. Marion Motley
        3. Buddy Young
        4. Jim Brown
    c. Boxing
        1. Jack Johnson
        2. Joe Louis
        3. Mohammed Ali
        4. Joe Frazier
    d. Basketball
        1. Oscar Robertson
        2. Bill Russell
        3. Wilt Chamberlain
        4. Lew Alcindor
    e. Tennis
        1. Althea Gibson
        2. Arthur Ashe
    f. Track
        1. Jesse Owens
        2. Harrison Dillard
        3. Robert Hayes
        4. Tommie Smith

UNIT IX: DEVELOPMENT OF BLACK AWARENESS

A. Early signs of black awareness

1. Church and mutual aid societies

   a. African Baptist Church, 1785
   b. Free African Society of Philadelphia, 1787
   c. African Methodist Church, 1787
   d. Prince Hall's Negro Freemasons, 1775

2. Colonization attempts

   a. Jefferson and others
      1. Gradual emancipation of Negro slaves
      2. Deportation to Africa
   b. Paul Cuffe's venture
      1. Believed in colonization for free Negroes.
      2. Personally took two shiploads of Negroes back to Africa.
   c. Formation of the American Colonization Society, 1817
      1. Led by John C. Calhoun, Henry Clay, John Randolph, and Bushrod Washington (all slaveholders).
      2. Founded Liberia, a Negro republic in West Africa.

3. Anti-colonization agitation

   a. James Forten
      1. At first he favored colonization projects.
      2. Philadelphia Negroes were almost unanimous in their opposition to colonization.
      3. Forten and Richard Allen branded the society an outrage.
      4. Forten is given credit for making William L. Garrison realize that the Negro considered the United States his homeland and opposed colonization.
   b. Martin R. Delaney of New York called the American Colonization Society "anti-Christian" and "one of the Negro's worst enemies."
   c. The Convention Movement
      1. The First Convention of Color, 1831
         a. Favored the abolition of slavery
         b. Opposed the colonization project
         c. Stressed the importance of education for Negroes
      2. Buffalo Convention of Colored Citizens, 1843 - the Rev. Henry Highland Garnet urged Negroes to fight for their freedom
      3. National Council of Colored People, 1832 - opposed colonization

B. Black consciousness intensifies prior to 1900

1. Benjamin Banneker

2. David Walker's *Appeal*, 1829

3. Nat Turner

4. Henry Highland Garnet

5. Frederick Douglass

6. W.E.B. DuBois

C. Race riots and racism affect black awareness.

1. Race riots in Memphis, 1866 - Negroes murdered

2. White organizations intimidate, murder, and disfranchise the Negro.

   a. Ku Klux Klan
   b. Knights of the White Camellia
   c. Council of Safety
   d. White Brotherhood
   e. Pale Faces
   f. Rifle clubs

3. Negro citizens of Frankfort, Kentucky, petitioned Congress in 1871.

   a. Asked for relief from Ku Klux Klan.
   b. Listed names, places, and dates of more than 100 outrages.

4. Whites murdered Negroes at will.

   a. Negroes murdered - Hamburg, South Carolina, 1876
   b. Aiken County, South Carolina, 1876 - eighty to 125 Negroes beaten and shot to death

5. Inhumane treatment caused thousands of Negroes to leave the South - mass Negro exodus in 1879.

   a. Many led by Henry Adams of Louisiana and Benjamin ("Pap") Singleton of Tennessee
   b. Mass migration of Negroes to Kansas and other parts of the West

6. Some statistics on murdered Negroes (1890-1900)

   a. In 1899 eighty-seven Negroes lynched
   b. Between 1890-1900, 1,217 murders by hangings, burning, shooting, or beating
   c. From January to October, 1900, 114 lynchings, all but two in the South

7. Negroes demand redress for inhumane treatment by whites.

a. Ida B. Wells of Memphis compiled statistical pamphlet on lynchings - *The Red Record*
   1. In 1892, Miss Wells' paper, the Memphis *Free Speech* exposed details of some lynchings.
   2. Miss Wells' newspaper offices destroyed - she was forced to leave town.

b. Ferdinand Barnett - Chicago militant leader who married Ida B. Wells. Both were active in:
   1. National Equal Rights League
   2. Anti-Lynching Bureau
   3. National Afro-American Council

8. The Booker T. Washington and W.E.B. DuBois controversy over tactics

9. Formation of the NAACP and the Urban League

D. Association for the Study of Negro Life and History is founded in 1915.

1. Carter G. Woodson

2. Charles Wesley

E. Lynchings and race riots became commonplace in the twentieth century

1. Record of lynchings (1900-1925) as compiled by Tuskegee Institute:

1900-115	1909-82	1918-64
1901-130	1910-76	1919-83
1902-92	1911-67	1920-61
1903-99	1912-63	1921-64
1904-83	1913-52	1922-57
1905-62	1914-55	1923-33
1906-65	1915-69	1924-16
1907-60	1916-54	1925-17
1908-97	1917-38	

2. Race riots

a. Atlanta, Georgia, 1906
   1. Negroes beaten and killed in the streets - 70 injured, twelve killed.
   2. Negro property destroyed.
   3. Officers of the law aided murderers.
   4. Police pistol-whipped the President of Gammon Theological Seminary when he asked for help.

b. Brownsville, Texas, 1906
   1. Twenty-fifth Regiment (colored) involved in race riots
      a. Whites went unpunished.
      b. Roosevelt dishonorably discharged the entire battalion (had aided Roosevelt in the Spanish-American War).
   2. Some given jail sentences
c. Springfield, Ohio
   1. Had two race riots within a few years.
   2. In 1904 a Negro was hanged on a telegraph pole and his body riddled with bullets.
d. Statesboro, Georgia, 1904
   1. Two Negroes lynched.
   2. Two Negro women whipped.
   3. Negro homes wrecked.
e. Greensburg, Indiana, 1908 - Negroes beaten and driven out of town.
f. Springfield, Illinois, 1908
   1. Mob destroyed Negro homes and businesses.
   2. Several Negroes lynched.
   3. Triggered the formation of NAACP to fight for the Negro in the courts (1909).
g. Lynching activities in 1919
   1. Eighty-three lynchings - several were Negro veterans in uniform.
   2. KKK held more than 200 public meetings from Indiana to New England to Florida.
   3. Within seven months there were twenty-five major race riots.
   4. Washington, D.C. - three-day riot in which Negroes and whites were killed.
   5. Chicago riot
      a. Fifteen whites and twenty-three Negroes were killed.
      b. 600 were wounded.
      c. 1,000 families were burned out.

F. Negroes issue strong protests.

1. The NAACP sponsored a silent parade down New York's Fifth Avenue - 10,000 participated.

2. A. Philip Randolph and Chandler Owen published a strong editorial in *The Messenger*, which led to a government investigation.

3. W.E.B. DuBois paper, the *Crisis* (NAACP) also attacked the injustices to the Negro - also investigated by the government.

G. The Marcus Garvey Movement (1920-1923)

1. Garvey came to the United States from the West Indies.

2. He was a black nationalist who preached racial pride and pride in blackness.

3. He started a "back-to-Africa" movement and planned to create a strong black nation in Africa.

a. Founded the newspaper, *The Negro World.*
b. Its slogan was "Africa for the Africans"

4. The Ku Klux Klan supported his return-to-Africa position.

5. Garvey denounced white philanthropy, the NAACP, and Negro intellectuals.

6. He formed the Universal Negro Improvement Association.

   a. He held a convention in New York in 1921.
   b. The convention was attended by 25,000 Negroes from the United States, the West Indies, Africa, and South America.
   c. The convention confirmed Garvey as Provisional President-General of Africa.

7. Garvey created the African Orthodox Church.

8. Garvey led a parade of 50,000 Negroes down Lenox Avenue in Harlem.

9. The movement ended when Garvey was convicted of using the mails to defraud and sentenced to prison.

H. The Harlem Renaissance - black talent on display

I. Blacks protest their economic plight in the twentieth century.

1. Colored Merchants Association, New York, 1929

2. Chicago Negroes seek jobs; start "Don't Buy Where You Can't Work" campaign, 1929

3. Citizen's League for Fair Play, 1933

4. Negroes pressure the government to end discrimination in jobs.

   a. Protests by NAACP and the Urban League
   b. A. Philip Randolph
      1. Proposed a march on Washington in 1941.
      2. Put pressure on President Roosevelt.
      3. Executive Order 8802 banned discrimination in industries holding government contracts.
      4. Set up the Committee on Fair Employment Practices.

5. Recent economic gains for blacks

J. A concept of black power through non-violence

1. Medgar Evers

2. The Rev. Dr. Martin Luther King, Jr.

K. Black rationalism and black power

1. Elijah Muhammed's Black Muslim Movement

2. Malcolm X

   a. One time spokesman for Muslims
   b. Organization of Afro-American Unity

L. Black power and black revolt

1. Stokely Carmichael

2. Floyd McKissick

3. Adam Clayton Powell

4. H. Rap Brown

5. Maulana Ron Karenga

6. Black Panthers

UNIT X: REPORT OF NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS

A. Formation of commission

1. Appointment by the President following the summer riots of 1967

2. Charge to commission

a. Find out what happened.
b. Find out why it happened.
c. What can be done to prevent it from happening again?

B. Methods used by the commission

1. Studies

2. Investigations

3. Visitations

4. Testimonies

C. What happened?

1. Typical riot did not take place - better classified as disorders.

2. Civil disorders involved Negroes acting against local symbols of white American society rather than against white persons.

3. The overwhelming majority of persons killed or injured were Negro.

4. Disorder did not erupt as a result of a single precipitating incident, but rather from a series of tension-heightening incidents over a period of time.

5. Disorder generally took place in the evening or at night in a place in which it was normal for many people to be on the streets.

6. Rioters, rather than rejecting the American system, were anxious to obtain a place for themselves in it.

7. The typical rioter was a teen-ager or young adult, a lifelong resident of the city in which he rioted, and a high-school dropout. He was proud of his race and extremely hostile to both whites and middle-class Negroes.

8. Grievances of the highest intensity were police practices, unemployment and underemployment, and inadequate housing.

9. The urban disorders of 1967 were not caused by, nor were they the consequence of, any organized plan or conspiracy.

D. Why did it happen?

1. White racism essentially responsible.

   a. Pervasive discrimination and segregation
   b. Black in-migration and white exodus
   c. Black ghettos

2. Frustrated hopes of the unfulfilled expectations aroused by the judicial and legislative victories of the civil rights movement.

3. A climate that tends toward approval and encouragement of violence as a form of protest created by white terrorism directed against nonviolent protest.

4. Frustration of powerlessness.

5. Replacement of apathy and submission to the system by enhanced racial pride.

6. The atmosphere of hostility and cynicism reinforced by a widespread belief among Negroes in the existence of police brutality and in a double standard of justice and protection.

7. Unemployment, family structure, and social disorganization.

E. What can be done?

1. Local government

   a. Development of Neighborhood Action Task Forces
   b. Establishment of a comprehensive grievance response mechanism
   c. Establishment of neighborhood outlets for local, state, and federal administrative and public service agencies
   d. Expansion of opportunities for ghetto residents to participate in the formulation of public policy and the implementation of programs affecting them
   e. Review of police operations in the ghetto
   f. Recruitment of more Negro police in the regular police force
   g. Provide special training in the prevention of disorders and prepare police for riot control
   h. Development of continuing contacts with ghetto residents to make use of the forces for order which exist within the community
   i. Reformation of the lower courts so as to improve the quality of justice rendered under normal conditions

2. Federal government

   a. Amend Federal Disaster Act.

b. Create incentives for private insurance for more adequate property-insurance coverage in inner city areas.

3. News media

a. Expand coverage of the Negro community.
b. Integrate Negro and Negro activities into all aspects of coverage and content, including newspaper articles and television programing.
c. Recruit and train more Negroes into journalism and broadcasting.
d. Improve coordination with police in reporting riot news.

4. Employment

a. Undertake joint efforts with cities and states to consolidate existing manpower programs to avoid fragmentation and duplication.
b. Provide on-the-job training by both public and private employers.
c. Provide tax and other incentives to invest in urban poverty area.
d. Remove artificial barriers to employment and promotion, including not only racial discrimination but also arrest records or lack of high school diploma.

5. Education

a. Sharply increased efforts to eliminate de facto segregation in the schools.
b. Elimination of racial discrimination in Northern as well as Southern schools.
c. Extension of the quality of early childhood education to every disadvantaged child in the country.
d. Efforts to improve dramatically schools serving disadvantaged children.
e. Adult basic education to eliminate illiteracy.
f. Enlarged opportunities for parent and community participation in the public schools.
g. Reoriented vocational education emphasizing work experience training.
h. Expanded opportunities for higher education.
i. More student aid to districts having a high proportion of disadvantaged school-age children.

6. Welfare system

a. Establish uniform national standards of assistance at least as high as the annual poverty level of income set by the Social Security Administration.
b. Require that all states receiving federal welfare funds participate in the Aid to Families with Dependent Children - Unemployed Parents Program that permits assistance to families with both father and mother in the home, through aiding the family while it is still intact.

c. Increase incentives for seeking employment.
d. Remove restrictions that would compel mothers of young children to work.
e. Provide more adequate social services and family planning.
f. Eliminate residence requirements.

7. Housing

a. Expansion and modification of the rent supplement.
b. Creation of an ownership supplement program to make home ownership possible for low-income families.
c. Expansion of public housing program.
d. Expansion of Model Cities program.

E. Conclusions

1. Little basic change in the conditions underlying the outbreak of disorder has taken place.

2. In several cities, the principle official response has been to train and equip police with more sophisticated weapons.

3. Increasing polarization and growth of white segregationist or black separatist groups are evident.

4. Distinctly higher prices were charged for goods sold in ghetto stores than in other areas.

5. The only possible choice for America is a policy which combines ghetto enrichment with programs designed to encourage integration of substantial numbers of Negroes into the society outside the ghetto.

AUDIO-VISUAL AIDS

Films

1. African Continent, An Introduction
   SM2 558.12
   16 min-color-e-j.
   A geographical, historical, and cultural overview

2. Egypt: Cradle of Civilization
   SM2 558.21
   12 min-color-j-s
   Survey of Egyptian culture and Egyptian contributions to Western civilization

3. Economy of Africa, The
   SM2 558.24
   13 min-color-e-j
   Traces African economy from its status in the colonial days through its development in the newly independent countries

4. Peoples of Africa, The
   SM2 558.27
   16 min-color-e-j
   Shows Africa as continent of many nations and cultures, and how people make their living

5. Frederick Douglass (biography)
   SM3 581.35
   50 min-j-s

6. Abraham Lincoln: A Background Study
   SM2 581.21
   16 min-j-s
   Study of Lincoln in relation to historical period in which he lived. Life,writings, speeches

7. Lincoln Speaks at Gettysburg
   SM 581.6
   12 min-j-s
   Setting for speech recreated as well as historical events in American history that preceded and led up to it.

8. Booker T. Washington (biography)
   SM2 581.25
   18 min-j-s
   Childhood, struggle to free his people from ignorance, poverty and fear, hardships, Tuskegee

9. Eli Whitney (biography)
SM2 581.14
18 min-e-j
Life, invention of cotton gin and its effect on Southern economy, other inventions

10. Cotton Belt, The: Yesterday and Today
SM2 579.24
17 min-color-e-j
Overview of Cotton Belt; creation of cotton growing region by interacting with physical and cultural environment

11. Civil War, The
SM2 582.53
16 min-j-s
Stress social, economic, geographical factors; important military events

12. Civil War, The: Background Issue (1820-1860)
SM2 582.82
16 min-j-s
Study of compromises that attempted to bridge differences between North and South. (Missouri Compromise, Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Decision)

13. Civil War, The: Postwar Period
SM2 582.85
16 min-j-s
Analyzes year of crisis, bitterness, and lack of understanding:
   1. Conflict between conservative President Johnson and radical Congress
   2. Carpetbag legislation and reconstruction
   3. Protest groups (e.g. K.K.K.)

14. Johnson and Reconstruction
SM4 582.39
33 min-j-s

15. '29 Boom and '30's Depression, The
SM2 582.77
14 min-s

16. Ancient World Inheritance
SM 583.12
11 min-j-s
Look at ancient civilizations and discover sources of many things in our present day world

17. Islam
SM2 583.21
19 min-s
Study of political, cultural, and religious nature of Islamic community, historical development

18. Nationalism
SM2 583.46
20 min-s
Defines nationalism, traces growth as important force in modern world.

19. World War I: The Background
SM2 582.74
14 min-s
Basic causes/and international incidents that led to the war

20. World War II 1942-1945
SM2 582.88
16 min-s
U.S. entry, Allied invasion of Europe, land, sea, air operations defense, victory

21. Lincoln in the White House
SM2 581.7
20 min-color-j-s
Lincoln's first inaugural address. His administration during the war and the Gettysburg Address

22. Martin Luther King, Jr., A Man of Peace
SM3 581.37
30 min-j-s
This is a simple but very informative documentary on the man, the minister, the father, and the leader of the non-violence movement

23. Negro Heroes from American History
11 min-color-e-j
Each hero tells his own story - (1) Crispus Attucks, (2) Jean Baptiste Pointe Du Sable, (3) James Beckwourth, (4) Harriet Tubman, (5) Robert Smalls, (6) Matthew H. Henson, (7) Henry Johnson, and (8) Dorie Miller

24. Negro in Pennsylvania History, The
SM3 584.9
25 min-j-s
Relates the history of the Negro in Pennsylvania showing his struggle for freedom and the contributions made to the states and the Nation

25. Equality Under Law - The Lost Generation
SM3 589.30
25 min-s
Discussion of the closing of the schools in Prince Edward County, Virginia

26. What Color Are You
SM2 589.29
15 min-color-p-e
Discusses skin color in relation to gene mutations and geographical locations

Filmstrips

1. Problems of Cities
   SF 170.38
   filmstrip-j-s
   Broad survey of urban renewal, transportation, education, taxes, crime, race relations, and the battle to keep business from leaving cities.

2. American Negro Pathfinders
   F 181.26
   Six (6) filmstrips-j-s
   1. Mary McLeod Bethune
   2. Justice Thurgood Marshall
   3. A. Philip Randolph
   4. Dr. Ralph Bunche
   5. Dr. Martin Luther King, Jr.
   6. General Benjamin O. Davis Jr.

3. History of Dissent, The
   SF 189.19
   filmstrip-recording-j-s
   Protest in America, past and present. Guarantees under the Bill of Rights.
   How far can a minority go?
   Current protest movements

4. Negroes in America
   SF 189.21
   filmstrip-recording-j-s
   From slavery to freedom to civil rights. Black Americans and their goals. Splits in civil rights movement. Progress in education and jobs. White backlash. The new Negro military.

5. They Have Overcome
   SF 189.22
   Four (4) filmstrips-recordings-j-s
   Four (4) Prominent Negroes tell their own stories of achievement in the face of almost insurmountable odds.
   1. Gordon Parks
   2. Claude Brown
   3. Dr. James Comer
   4. Dr. Dorothy Brown

6. African Art and Culture
   SF 13.7
   Three (3) filmstrips-recording-j-s
   Introduces the Western student to seven centuries of art and culture of the African nations

7. Africa in Ferment
   SF 158.25
   One (1) filmstrip-recording-j-s
   A look at sub-Saharan Africa today, where tribalism confronts nationalism

8. Civil Disobedience
   SF 189.23
   Two (2) filmstrips-recordings-s
   Examines the question of civil disobedience

Slides

1. African Masks
   S 13.5
   Nine slides-j-s

2. African Sculpture, Textiles
   S 13.6
   Twenty slides-color-j-s

Recordings

1. Folk Songs of Africa
   R 284.148
   Music is representative of the culture of Negro Africa

2. Negro Folk Songs for Young People
   R 284.138

3. Negro Folk Music of Africa and America
   R 284.145

4. Songs of the American Negro Slaves
   R 284.143

5. American Negro Folk and Work Song Rhythms with Ella Jenkins and the Good Will Spiritual Choir
   R 284.149

6. Great Ones, The
   R 381.7
   1. Harriet Tubman
   2. Paul Laurence Dunbar
   3. Daniel Hale Williams
   4. Benjamin Banneker
   5. Charles Spaulding
   6. Jan Ernest Matzeliger
   7. Dr. Charles Drew
   8. William C. Handy
   9. George Washington Carver
   10. Frederick Douglass

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APPENDIX A

AFRO-AMERICAN HISTORY

Grades 11 and 12

ASSIGNMENT SHEETS

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #1
(3 lessons)

UNIT I: WHY AFRO-AMERICAN HISTORY?

ASSIGNMENT #1

Read the Introduction *Breaking the Chains of Bondage*, pages i to ii. As you read, consider the following questions:

1. What meaning or significance does each of the following names hold for you: Negro, Colored, Nigger, Afro-American, and Black. Explain your answer fully.
2. What does the author mean by the phrase, "color bar"?
3. In what ways has American history been distorted in textbooks and by classroom teachers.
4. What have been the effects of these distortions on both whites and blacks in America?
5. Why is some knowledge of Africa important to a proper understanding of the history of black Americans?

ASSIGNMENT #2

Read pages iii to vi in *Bondage*. As you read, consider the following questions:

1. What are some stereotypes that you have of Africa and Africans?
2. How have old stereotypes of Africa and Africans played a role in the growth of racism in this country?
3. Who was Dr. Louis S. B. Leakey and what important archeological findings did he make?
4. What major point is being made by the author in the section (pages iii to iv (top), "The Redemption of Africa"?
5. Your author uses the word, diaspora, several times (page ii and page iv). What is the meaning of this term in relationship to black history?
6. When and how did the black experience in the New World begin?
7. All races and peoples have made contributions to civilization. What are some contributions made to civilization by Africans?
8. What has been the psychological effects of negative white attitudes, over the centuries, on America's black population?

VOCABULARY LIST

color bar	diaspora	discrimination
distortion	heritage	prejudice
stereotype	racism	segregation
archeological	redemption	

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #2
(8 lessons)

UNIT II: AFRICAN BACKGROUNDS

ASSIGNMENT #1

1. Locate Africa on a world map. How does Africa compare in size to the other continents?
2. Locate the following geographic features on a map of Africa:

   a. Major rivers: Congo, Niger, Nile, Orange, Senegal, and Zambesi
   b. Atlas Mountains and Mt. Kilimanjaro
   c. Deserts: Sahara and Kalahari

3. Be able to locate on a map the major climate regions of Africa. Also, be able to discuss the major characteristics of each of these climate regions.

ASSIGNMENT #2

Read pages 1 to 7 (mid.) in *Bondage*. As you read, consider the following questions or statements:

1. Specifically, what evidence is there that man had his beginning in Africa?
2. What are some reasons why anthropologists have had such difficulty defining the term, race?
3. Explain the "Diffusion of Civilization Myth."
4. What was the "Hamite Myth"?
5. What are the names of the major groups of Africans who live south of the Sahara? Do you know some basic characteristics of each of these groups?
6. What role did geography play in the rise of Egypt as a great civilization?
7. How did the Egyptians picture themselves?
8. What conclusion have most scholars reached today as to the racial classification of early Egyptians?

ASSIGNMENT #3

Read pages 7 (mid.) to 10 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Who was Ra Nahesi?
2. At what time in Egyptian history did blacks gain control over the Egyptian government? How long did this control last?
3. What were some positive accomplishments of the black pharaohs of the 25th dynasty?
4. List at least six significant accomplishments of Ancient Egyptians.
5. How did the Ethiopians' contacts with Egypt influence their own culture?

UNIT II (Assignment #4 continued)

Read pages 10 (mid.) to 14 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. What do you suppose are some reasons whites, as late as the 19th and 20th centuries, denied the existence of complex black civilizations and cultures in past centuries?
2. How did the British adventurer, Rudyard Kipling, perpetuate the racist image most whites had of the non-white world?
3. Why are we now able to find out about the great West African civilizations that flourished while Europe suffered through the Dark Ages?
4. What are some probable reasons great kingdoms arose in West Africa?
5. Be able to locate Ghana, Mali, and Songhay on a map of Africa.
6. Who ruled Ghana? What was the basis of Ghana's economy?
7. Why was trade important to Ghana's economy? What were the major trade items?
8. Describe Tenkamenin and his court.
9. List the factors which led to Ghana's decline.

ASSIGNMENT #5 (2 lessons)

Read pages 14 (mid.) to 19 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Why was Sundiate Keita an important king in Mali?
2. Why is the name Kankan Mussa (also known as Mansa Musa) well known in African history?
3. What factors led to the decline and fall of Mali?
4. What were the accomplishments of Sunni Ali?
5. List the achievements of Askia Mohammed.
6. In what ways did Timbuktu become a cultural center under Askia Mohammed?
7. What factors led to the decline of Songhay?
8. What are some reasons for the growth of the Guinea Kingdoms of West Africa?
9. Why is the fact that great kingdoms and empires existed in West Africa significant?

ASSIGNMENT #6

Read pages 19 to 24 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Describe the characteristics of each one of the following forms of African government:

   a. Extended family
   b. Villages
   c. Kingdoms
   d. Empires

2. What is the basis of economic life for most Africans?
3. Explain the African concept of communal land.
4. What particular skills have made the names of the Benin and Nok peoples well-known?
5. Describe the social structure of an African extended family.
6. What factors usually determine whether an African will practice polygamy or not?

UNIT II (Assignment #6 continued)

7. What are the advantages of practicing polygamy?
8. What are some important elements of indigenous religious practices in Africa?
9. What does the term, animistic, mean?
10. What are some reasons music and dance are so important to the African?
11. List some principle instruments developed in Africa.
12. What is the probable reason most African literature has been transmitted in oral form?

VOCABULARY LIST

Diffusion of Civilization Myth
Hamite Myth
Sudan
pilgrimage
extended family
communal
polygamy
indigenous

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #3
(8 lessons)

UNIT III: THE SLAVE TRADE

ASSIGNMENT #1

Read pages 24 (mid.) to 27 in *Bondage*. As you read, consider the following questions and statements:

1. Describe how slavery probably began in the world. What kind of people were made slaves?
2. In what ways was ancient slavery different from the slavery that developed in the New World?
3. What role did religion play in the slavery of the Middle Ages?
4. Who was Prince Henry, the Navigator? Describe the role played by Portugal in the African slave trade.
5. List at least three reasons the Portuguese gave to justify their enslavement of black Africans.

ASSIGNMENT #2 (In class assignment)

Read pages 38 (start at first complete paragraph) to 42 in *Before the Mayflower*. Read, also, pages 42 to 45 in *Bondage*. As you read, consider the following questions and statements:

1. From what part of Africa did most slaves brought to the New World come?
2. List at least three ways slaves were obtained. (see page 44 in *Bondage)*
3. Find out the meaning of each of the following terms: coffle, slattee, mackron, and Negro Houses.
4. What evidence can you find to support the fact that slavery was a profitable business? (see pages 43 to 44 in *Bondage)*
5. What effect did the papal bull (law or order issued by the Pope) have on Spain's role in the African slave trade?
6. What was the significance of the Asiento issued by Spain? (see pages 42 to 43 in *Bondage)*
7. Why is the name Bishop Bartolemew Las Casas significant to Afro-American history? (see page 42 (mid.) in *Bondage)*
8. How were the Africans processed before being placed on board the slave ships?

ASSIGNMENT #3

Read pages 6 (2nd para.) to 7 (top), 13 to 16, 32 to 33 in *Eyewitness*. Also read pages 27 (mid.) to 28 in *Bondage*. As you read, consider the following questions and statements:

1. What was the difference between tight packing and loose packing? Why was tight packing generally used?
2. What was the dreaded Middle Passage?
3. In your own words, describe what life on board a slave ship must have been like for a) the slaves and b) the crew. (see page 45 in *Bondage.)*

UNIT III (Assignment #3 continued)

4. What was Africa and the Africans like during the slave trade? (see *Eyewitness* pages 13 to 14) Write a summary paragraph in answering this question.
5. What were some of the significant effects of the slave trade on Africa and the Africans?
6. Define the following terms: barracoons, factors, factories, caboceers, and dash.
7. What does Daniel P. Mannix feel was the most distinguishing feature of the slave trade? Why do you think he feels this way?

ASSIGNMENT #4

Read pages 42 to 47 in *Before the Mayflower*. See, also, pages 46 to 51 in *Bondage*. As you read, consider the following questions and statements:

1. In the 18th century, what area in the New World was the destination of most African slaves?
2. What lasting effect did the huge influx of Africans in the 17th, 18th and 19th centuries have on Latin America? (see pages 46 to 51 (mid.) in *Bondage)*
3. List the important steps an African went through in the seasoning or breaking-in process—the process by which men and women were made over into slaves. (see pages 46 (bot.) to 47 (mid.) in *Bondage)*
4. What economic effects did the slave trade have in England, France, Holland, and colonial America?
5. In what ways did Africans show their unwillingness to accept slavery?

ASSIGNMENT #5

Read pages 7 to 11 in *Eyewitness*. Also read pages 37 to 40 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. List at least three contributions made by black men who accompanied the Spanish to the New World.
2. Describe the adventures and accomplishments of Estevanico.
3. What was the Republic of Palmares?
4. List at least four things about South American slavery that made it different from slavery as it developed in North America.
5. Who was Brother Martin De Porres?
6. Give evidence to support the belief that slaves were very important to Dutch colonists.
7. How did Dutch slaves show they were not content to remain in bondage?
8. Who was Jean Baptiste Pointe du Sable? What famous discovery did he make?

VOCABULARY LIST

slave	factor	Asiento
coffle	factories	Middle Passage
slattee	caboceer	tight packing
mackron	dash	loose packing
Negro House	Papal Bull	seasoning

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #4
(6 lessons)

UNIT IV: THE ROLE OF THE NEGRO IN THE STRUGGLE FOR INDEPENDENCE

ASSIGNMENT #1

Read pages 20 to 26 in *Eyewitness*. See, also, pages 62 to 64 and page 67 in *Bondage*. As you read, consider the following questions and statements:

1. What was the great irony of the date, 1619, in the history of American democracy?
2. What was an indentured servant? What eventually happened to the 20 blacks who came to Jamestown in 1619 as indentured servants?
3. Give two reasons why Indians did not work out well as slaves. (see pages 62 (bot.) to 63 (top) in *Bondage)*
4. Give at least three reasons why whites did not work out well as slaves. (see 63 (bot.) to 64 in *Bondage*)
5. List at least four reasons Africans were made slaves. (see, also, pages 41 (bot.) to 42 (top) and page 67 in *Bondage*)
6. How important was slavery to the South? How did this lead to an increase in the slave population and stricter laws controlling the slaves?
7. Why were Northern slaves considered better off than their Southern counterparts?
8. Describe the progress made by New England free blacks. What discrimination did they still face?
9. What were some of the laws imposed on the slaves? Why were they instituted?
10. Describe some of the instances of Indians and blacks uniting during colonial times.
11. In what ways did slaves resist their conditions?
12. Why did Quakers oppose slavery?

ASSIGNMENT #2

Read pages 27 to 31 in *Eyewitness*. As you read, consider the following questions and statements: (Read, also, pages 85 to 86 and 136 to 137 in *Bondage)*

1. What made some slaves protect their settlements from attack or want to serve in the militia?
2. How did the Spanish try to undermine the English colonies?
3. Why was it impossible to predict that a slave would remain loyal to his master during an enemy attack?
4. How did the following men prove that in intellectual matters blacks were not inferior to whites: Jupiter Hammon, Gustavus Vasa, and James Derham? (see pages 85 to 86 in *Bondage)*
5. Describe Benjamin Banneker's contributions and accomplishments. (see, also pages 136 to 137 in *Bondage)*
6. Who was Phillis Wheatley? (see, also, page 86 in *Bondage)*
7. What do the lives and works of individuals like Banneker and Wheatley demonstrate about the colonial black?

ASSIGNMENT #3

Read pages 88 to 92 (mid.) in *Bondage*. Also read pages 44 to 45 in *Eyewitness*. As you read, consider the following questions and statements:

1. Why should the participation of black men in the American Revolution be considered unusual?

UNIT IV (Assignment #3 continued)

2. Who was Crispus Attucks? What is his significance to American history?
3. List the names of some black minutemen who took part in the early fighting of the American Revolution.
4. What are your thoughts on Thomas Jefferson's position on the slave trade business?
5. What do you think motivated Thomas Jefferson to make such a strong statement against slavery, in the original draft of the Declaration of Independence, and, yet continue to be a slaveholder?
6. Why do you think the delegates at the Continental Congress struck out Jefferson's condemnation of the British slave trade business from the Declaration of Independence?
7. Do you think Jefferson meant for his phrase in the Declaration of Independence that "..all men are created equal..." to apply to blacks as well as whites? Explain your answer?
8. Do you think the Declaration of Independence held any significance for black people in America?

ASSIGNMENT #4

Read pages 46 to 49 in *Eyewitness*. Also read pages 92 (mid.) to 94 (top) in *Bondage*. As you read, consider the following questions and statements:

1. List several ways blacks distinguished themselves at the Battle of Bunker (Breed's) Hill. Be specific.
2. How did black seamen and spies aid the patriots? Give two examples.
3. Who was Lord Dunmore? What did he propose that concerned the black man?
4. What effect did Dunmore's proposal have on General Washington and the Continental Congress?
5. Who was "Robert Shurtliff"?
6. As the war shifted to the South, what blacks contributed to the American victory?
7. What part did Haitian blacks take in the Battle of Savannah?
8. How did the Revolutionary spirit affect slavery in New England?

ASSIGNMENT #5

Read pages 49 (mid.) to 54 in *Eyewitness*. See, also, pages 95 to 97 in *Bondage*. As you read, consider the following questions and statements:

1. What were the main concerns of the delegates to the Constitutional Convention in 1787?
2. Why did the U.S. Constitution protect slavery rather than end it?
3. Why did the Founding Fathers, who wanted to end slavery, think, in 1787, that it was a dying institution?
4. List some specific reasons why many scholars believe the U.S. Constitution was a racist document.
5. How do you feel about this particular point?
6. Who was Richard Allen? List some contributions he made to his people and to the United States.
7. How were blacks involved in the Chesapeake-Leopard incident? How did this incident almost bring the United States and Britain to war?
8. Describe Andrew Jackson's army at New Orleans.
9. How did Jackson make sure his black troops were treated fairly?

VOCABULARY LIST

indentured servant	quasi-free	Fontages Legion
slave code	racist	

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #5
(10 lessons)

UNIT V: THE SLAVERY SYSTEM

ASSIGNMENT #1

Read pages 62 to 70 in *Bondage*. As you read, consider the following questions and statements:

1. Why do you suppose blacks in the South eventually loss their status as indentured servants and were made servants for life?
2. Give some specific evidence to support the contention that there was de facto (in fact) slavery in Virginia years before de jure (by law) slavery existed.
3. Which position do you accept--that white racism emerged because of slavery or that racist feelings towards blacks by whites preceded slavery? Explain your position.
4. What, in your mind, is the significance of the Hugh Davis Case of 1630?
5. What does the term chattel mean? Approximately when were blacks made chattle in the English colonies?
6. How did English colonists justify making blacks servants for life?
7. What was the purpose of slave codes?

ASSIGNMENT #2 (2 lessons)

Read pages 70 (bot.) to 81 (top) in *Bondage*. As you read consider the following questions and statements:

1. Why were most slaves, during the colonial period, found in the South?
2. Why do you suppose the importation of slaves increased so dramatically after 1700?
3. What factor usually determined the attitude most colonists held towards slavery?
4. What does the author mean when he states that slavery had dehumanizing effects upon master and slave alike?
5. On what basis did whites justify their attitudes towards blacks?
6. What conditions made the attitudes of New Englanders towards blacks somewhat more relaxed than in the South?
7. In what ways were slaves in New England better off than slaves in the South?
8. Describe how the triangular trade system worked.
9. In what ways was slavery a profitable business?
10. During the colonial period, what were the effects of slavery on both the master and the slave?
11. List some slave codes.
12. From what social class did most overseers come? What was the general relationship between overseer and slave?

ASSIGNMENT #3

Read pages 107 to 113 in *Bondage*. As you read, consider the following questions and statements:

1. List some reasons some Americans in the last decade of the 18th century considered slavery a dying institution.
2. Detail how the industrial revolution in Britain and the invention of the cotton gin led to the growth of slavery.

UNIT V (Assignment #3 continued)

3. What effects did the growing demand for cotton have on the South?
4. Why did the phrase, "King Cotton," become common in the South?
5. What is proven by the fact that millions of slaves were illegally smuggled into this country after 1807?
6. For what reasons did many slaveholders promote the breeding of slaves?
7. What do you see were the psychological effects of slave breeding on both the master and the slave?
8. How did the demand for slave labor affect free blacks?

ASSIGNMENT # 4 (2 lessons)

Read pages 114 to 120 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Why did the domestic slave trade become so important to the Southern economy?
2. Describe a slave coffle.
3. In what ways was a slave auction dehumanizing?
4. What, in your mind, was the worst part of the auction block experience?
5. Describe, in your own words, what is must have felt like being a slave in the ante-bellum South.
6. What was the average slave population on most plantations? In what part of the South were most of the large plantations found?
7. Approximately how many planters owned 50 or more slaves?
8. How did the lives of slaves who worked on small farms differ from the lives of slaves on large plantations?
9. What kinds of jobs did house slaves do?
10. How was the life of a field slave harsh?
11. Why were the working conditions on large plantations in the lower South so difficult?

ASSIGNMENT #5 (2 lessons)

1. In most cases, what were housing conditions for the slaves like?
2. Generally, of what kinds of food did a slave diet consist?
3. What were major causes of the high mortality (death) rate among slaves on many plantations?
4. What types of slaves usually became house slaves? Why?
5. In what ways were house slaves better off than field slaves?
6. In what ways was family life among blacks affected by the slavery system?
7. How did the institution of slavery systematically destroy black manhood?
8. Because slaves were considered <u>property</u>, how were their lives affected?
9. What psychological tactics were used by slaveholders to dehumanize and robotize blacks?
10. What was the role of the overseer on a plantation?
11. How did the overseer maintain control over the slaves he managed?
12. How did Southern legislatures secure slavery in the South?
13. List at least eight slave codes from various Southern states.

ASSIGNMENT #6

Read pages 106 to 111 (top) in *Eyewitness*.

1. After reading these four eyewitness accounts, what conclusions would you make about the way slaves were treated by their masters?

UNIT V (Assignment #6 continued)

2. Specifically, which account(s) do you think represent(s) the way MOST slaves really lived? Why did you make this/these choice(s)?

Now read pages 114 (bot.) to 115 (mid.) in *Eyewitness*.

3. After reading this eyewitness account written by Frederick Douglass, what would you say were the reasons the slaves sang?

VOCABULARY LIST

de facto	brainwashing	slave driver
de jure	robotize	slave breeding
chattel	attitude	slave auction
dehumanize	opinion	"gang" work system
King Cotton	overseer	"task" work system

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #6
(6 lessons)

UNIT VI: SLAVE REVOLTS AND INSURRECTIONS

ASSIGNMENT #1 (In class assignment)

Read pages 96 to 104 in *Before the Mayflower*. As you read, consider the following questions and statements:

1. Define the meanings of the following terms: revolt, insurrection, and revolution.
2. Why did the French planters of Haiti NOT suspect their black slaves were planning a revolt?
3. Who was Boukman? What is a hougan? Who was Bon Dieu?
4. What do you think the black pig used in the ritual led by Boukman symbolized?
5. How effective was the first strike of the rebelling Haitian slaves?
6. Describe the effects of the Haitian revolution on the people of America.
7. According to Herbert Aptheker, when, where, and why was the first American slave revolt?

ASSIGNMENT #2

Read pages 51 (mid.) to 53 in *Bondage*. (For more detailed information, students might also want to read pages 104 to 110 in *Before the Mayflower*.)

1. Who was Toussaint L'Ouverture?
2. What would you say were Toussaint L'Ouverture's most important accomplishments?
3. What eventually happened to Toussaint?
4. Who was Jean Jacques Dessalines? What did he accomplish? (see page 109 (bot.) to 110 in *Before the Mayflower*)
5. Who was Henri Christophe? What did he accomplish? (see page 49 in *Eyewitness*)
6. What do you suppose are the probable reasons black emancipation (freedom) in Latin America came easier than emancipation for blacks in North America?

ASSIGNMENT #3

Read pages 81 to 85 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. What opinions about blacks were perpetuated by men like George Fitzhugh and Ulrich B. Phillips?
2. How did those who accepted such beliefs as Fitzhugh and Phillips support their position?
3. List some ways slaves showed that they were not content with their condition.
4. Why do you suppose slave revolts broke out in South Carolina frequently?
5. What was the Cato Conspiracy? What was its significance?
6. Cite several examples of slave uprisings in the North.
7. What caused the New York Panic of 1741? What were the results of this panic?

UNIT VI (continued)

ASSIGNMENT #4 (2 lessons)

Read pages 125 to 128 in *Bondage*. See, also, pages 104 to 105 in *Eyewitness*. (Some students might also want to review pages 113 to 126 in *Before the Mayflower)*

1. How common were slave revolts and insurrections in the history of black American slavery?
2. Who was Gabriel Prosser? How did he plan to capture Richmond?
3. Why did the Prosser plan fail? What happened to those involved in the plan?
4. Who was Denmark Vesey? What was his plan for success?
5. What was the result of Vesey's plan? What happened to Vesey and his followers?
6. What type of a person was Nat Turner?
7. How did his plan differ from those of Prosser and Vesey?
8. How effective was the Turner insurrection?
9. Why do you suppose Turner's revolt was so much more successful than other slave revolts?
10. How was Turner finally captured? (see pages 118 (bot.) to 126 in *Before the Mayflower* for a more detailed discussion)
11. What was the effect of the Nat Turner rebellion on whites in the South?
12. What do you feel is the significance of Prosser, Vesey, and Turner to American history?

VOCABULARY LIST

emancipation	revolution
revolt	houngan
insurrection	Bon Dieu

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #7
(12 lessons)

UNIT VII: FREE BLACKS BEFORE THE CIVIL WAR AND THE ABOLITION MOVEMENT

ASSIGNMENT #1 (2 lessons)

Read pages 129 to 136 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Why is quasi-free black a better term to use than free black in describing non-slave blacks in the ante-bellum South?
2. According to Leon F. Litwack, did the free black of the ante-bellum period have much of a legal position in this country? Explain your answer.
3. How did the existence of slavery affect the lives of quasi-free blacks?
4. What factors were responsible for the growth of the free black population between 1790 and 1860? How many free blacks lived in the South and how many lived in the North?
5. Why did many whites fear quasi-free blacks?
6. What restrictions were placed on quasi-free blacks in the South?
7. What restrictions were placed on quasi-free blacks in the North?
8. Cite some examples of blacks who owned slaves. (see the top of page 100 in *Eyewitness* and the 3rd full paragraph on page 72 in *Before the Mayflower*.)
9. What economic situations in the North and South caused most blacks to live in poverty?
10. Compare and contrast the riots which occurred in this country prior to 1964 to those that occurred in 1964 and thereafter.

ASSIGNMENT #2 (2 lessons)

Read pages 138 (bot.) to 144 in *Eyewitness*. See, also, pages 135 (mid.) to 136 in *Bondage*. As you read, consider the following questions and statements:

1. Identify the accomplishment of each of the following quasi-free blacks:

   a) Paul Cuffe
   b) Lewis Temple
   c) James Forten
   d) Thomas Jenning
   e) John Jones
   f) William Whipper
   g) William Wells Brown
   h) Martin R. Delany
   i) Ira Aldridge
   j) Edmonia Lewis
   k) Norbert Rillieux

2. What methods did Northern blacks use to fight discrimination?

ASSIGNMENT #3 (2 lessons)

Read pages 87 to 88, 134 (bot.) to 135 (mid.), and 138 to 140 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. What was the abolitionist movement and why did it come about?
2. In the 17th and 18th centuries, how did the Quakers protest against slavery?

UNIT VII: (Assignment #3 continued)

3. List some well known 18th century anti-slavery personalities.
4. How successful were these early abolitionists?
5. What was the main purpose of the convention movement among quasi-free blacks?
6. What did manumission entail?
7. What was the colonization movement?
8. Describe the efforts of the American Colonization Society (1816).
9. Was it possible to be an abolitionist and to be anti-black too? Explain.
10. How did blacks show their dislike for colonization schemes?
11. What were the major reasons the colonization movement failed?

ASSIGNMENT #4 (2 lessons)

Read pages 140 (bot.) to 145 in *Bondage*. (Some students might also want to read pages 162 to 165 in *Eyewitness* and pages 141 to 148 in *Before the Mayflower*. As you read, consider the following questions and statements:

1. What was a major factor in the re-emergence of abolitionism after the War of 1812?
2. Who was David Walker? Why is his name significant to the abolitionist movement?
3. How did whites react to Walker's Appeal?
4. Who was William Lloyd Garrison? What was his role in the abolition movement?
5. For what reasons were many whites antagonistic towards Garrison?
6. What was the American Anti-slavery Society? How successful was it? Who were some of its prominent members?
7. Who was Frederick Douglass? What was his role in the abolition movement?
8. Who was Sojourner Truth? What did she do that was significant in American history?
9. Can you list one significant fact about each of the following black abolitionists: (see pages 141 to 148 in *Before the Mayflower*)

    a) Charles Lenox Remond
    b) Samuel Ringgold Ward
    c) Henry Highland Garnet

ASSIGNMENT #5 (2 lessons)

Read pages 145 (bot.) to 148 in *Bondage* and 166 to 167 in *Eyewitness*. As you read, consider the following questions and statements:

1. What was the underground railroad? Why do you think it was called the underground railroad, knowing, of course that it was neither underground nor a railroad?
2. On the underground railroad, what did the following terms mean: passenger or parcel, conductor, station, train, and track?
3. How successful was the underground railroad?
4. Who was Harriet Tubman? Describe her role in the underground railroad.
5. Who was John Fairfield? What was his role in the underground railroad?

UNIT VII (continued)

ASSIGNMENT #6 (2 lessons)

Read pages 149 to 154 in *Bondage*. See, also, pages 95 to 96 (mid.) in *Eyewitness*. As you read, consider the following questions and statements:

1. The abolitionists represented the greatest and most controversial reform movement of the 19th century. List at least three basic arguments put forth by abolitionists to justify their position.
2. Identify Elijah P. Lovejoy and his significance to American history.
3. What effect did the attack on slavery by Northern abolitionists have on Southern slavery sympathizers?
4. Identify the argument used by each of the following men to justify slavery:

   a) Edward Brown
   b) Governor James Henry Hammond
   c) George S. Sawyer
   d) Alexander II Stephens (see *Eyewitness*, page 95)
   e) John C. Calhoun (see *Eyewitness*, page 95)
   f) Thomas Dew (see 2nd full para. page 153 and page 154 (mid.) in *Bondage*)
   g) George Fitzhugh (see pages 81 to 82 and 154 (mid.) in *Bondage*)

5. Who was Hinton R. Helper? What was his position on the question of slavery? (see page 96 (top) in *Eyewitness*)
6. If what Hinton R. Helper states about slavery was true, why did so many white Southerners, even those who were poor and without slaves, give it such overwhelming support?

VOCABULARY LIST

quasi-free	abolition	colonization
ante-bellum	manumission	underground railroad

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #8
(18 lessons)

UNIT VIII: THE CIVIL WAR AND RECONSTRUCTION

ASSIGNMENT #1 (3 lessons)

Read pages 155 to 161 in *Bondage*. As you read, consider the following questions and statements:

1. How did the U.S. Constitution plant the seeds for future conflict between the North and the South?
2. What was the basic question raised by Missouri's desire to enter the Union as a slave state?
3. What were the provisions of the Missouri Compromise (1820)?
4. How did California's desire to enter the Union stir up the conflict between the North and the South again?
5. What were the major provisions of the Compromise of 1850?
6. How did many Northerners react to the Fugitive Slave Law provision of the Compromise of 1850?
7. What were the effects of Harriet Beecher Stowe's novel, *Uncle Tom's Cabin*?
8. What was the major significance of the Kansas-Nebraska Act (1854)?
9. What were some important consequences of the Kansas-Nebraska Act?
10. Who was Dred Scott?
11. What were the major points set forth by the Dred Scott Decision concerning the question of slavery?
12. What was the significance of the Dred Scott Decision?
13. Who was John Brown? How did he help bring national tensions closer to the breaking point?
14. Why were Southerners troubled by Lincoln's election to the presidency? Should they have been troubled?
15. What event was the immediate cause of the war?

ASSIGNMENT #2 (2 lessons)

Read pages 169 to 174 in *Bondage*. As you read, consider the following questions and statements:

1. What were Lincoln's feelings concerning the institution of slavery?
2. Was Lincoln an abolitionist? Explain your answer.
3. Was Lincoln a racist? Explain your answer.
4. How did Lincoln, in his moderate or accommondationist approach to slavery, hope to solve the slavery problem?
5. Originally, what was Lincoln's stated major purpose for fighting the Civil War?
6. In what ways has Lincoln's relationship with black Americans been distorted by many historians?
7. How did Lincoln hope to solve the nation's racial problems posed by the slaves and quasi-free blacks?
8. What were Lincoln's reasons for supporting the colonization of blacks?
9. Should the South have reacted to Lincoln's election in the manner that they did? Explain your answer.
10. Summarize, in one sentence, the major point being made by John Hope Franklin in the paragraph found at the bottom of page 174.

UNIT VIII (continued)

ASSIGNMENT #3 (2 lessons)

Read pages 175 to 179 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Why was the South willing to fight a Civil War?
2. What was probably the attitude of most Northerners as to why the war was being fought?
3. How did fugitive slaves create a problem for the Union?
4. Explain the concept of treating fugitive slaves as contraband of war.
5. What was Lincoln's initial policy concerning the handling of the fugitive slave problem?
6. For what did the first Confiscation Act (1861) provide?
7. Early in the war, how were runaway slaves treated by the Union Army?
8. What was Lincoln's attitude towards blacks who, early in the war, volunteered to serve in the Union Army?
9. List five reasons used to justify the Union policy of not permitting blacks to serve in the military forces.
10. Why was keeping slavery from becoming THE issue of the war important to Lincoln's war effort among the border states?
11. What do you suppose motivated the tens of thousands of blacks to volunteer to fight for the Union cause?
12. Why were the border states so important to the Union?

ASSIGNMENT #4

Read pages 179 to 182 (top) in *Bondage*. As you read, consider the following questions and statements:

1. How were slave owners in Washington, D.C. compensated when the Federal government freed their slaves?
2. How did the following groups react to the Congressional legislation passed in April of 1862: abolitionists and slaveholders in the border states?
3. What were the provisions of the second Confiscation Act (July, 1862)?
4. What were some reasons Lincoln came under increasing attack from Northerners and abolitionists as the war entered its second year?
5. What argument did Lincoln use to justify his decision not to end slavery in the Border states and in the Confederacy?
6. What reason did Lincoln give when he finally decided to free the slaves?
7. For what, exactly, did the Emancipation Proclamation provide?
8. Why had Lincoln waited almost half a year after his decision was made to free the slaves to issue the Emancipation Proclamation?
9. Why can it be said, with some validity, that the Emancipation Proclamation did not actually free a single slave?
10. List at least four ways the issuance of the Emancipation Proclamation affected the outcome of the war.

ASSIGNMENT #5

Read pages 183 to 187 in *Bondage*. See, also, pages 213 to 215 in *Eyewitness*. As you read, consider the following questions and statements:

1. Approximately how many blacks enlisted in the Union Army and Navy?
2. List a least three hardships faced by black Union soldiers.

UNIT VIII (Assignment #5 continued)

3. How many blacks became officers in the Union Army?
4. What are some ways blacks distinguished themselves in the Civil War?
5. Identify the following men: Joachim Pease and Robert Smalls.
6. How did Lincoln regard the significance of the role played by black soldiers in the war effort in 1864?
7. Did blacks ever fight for the Confederate cause? Explain your answer.

ASSIGNMENT #6

Read pages 187 (bot.) to 191 in *Bondage*. As you read, consider the following questions and statements:

1. What do you think the term Reconstruction meant? In what ways did the South have to be reconstructed following the Civil War?
2. In what ways did the Dunning school of interpretation distort the history of the Reconstruction period?
3. What were the effects of the end of the war on both the North and the South?
4. Why did Lincoln feel a conciliatory position towards the recently defeated Confederate states was so necessary?
5. What had been the economic effect of the war in the North?
6. In your own words, describe what life must have been like for the almost 4,000,000 black men, women, and children who were freed by the end of the Civil War and the 13th Amendment.

ASSIGNMENT #7

Read pages 192 to 198 (top) in *Bondage*. As you read, consider the following questions and statements:

1. List the major points in Lincoln's Reconstruction plan.
2. Why did Lincoln veto the Wade-Davis plan for Reconstruction?
3. After Lincoln's assassination, what plan for Reconstruction was adopted by President Andrew Johnson?
4. What problems faced the South as it attempted to collect itself immediately following the war?
5. How and why did the sharecropping system come about? How did the system operate?
6. What was the significance of the Black Codes passed in the South immediately following the end of the Civil War?
7. List some specific Black Codes. (see pages 198 (bot.) to 199 (mid.) in *Bondage*)
8. How did black leaders react to the Black Codes?

ASSIGNMENT #8 (2 lessons)

Read pages 198 to 205 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Who were the Radical Republicans? Who were the leaders in Congress?
2. Why were the Republicans in Congress anxious to grant the right of suffrage (voting) to black voters in the South?
3. Identify the major provision(s) of the 13th, 14th, and 15th Amendments to the U.S. Constitution.

UNIT VIII (Assignment #8 continued)

4. How did the Congressional elections of 1866 change the whole course of the Reconstruction period?
5. List the major provisions of the Radical Republican's Reconstruction plan.
6. On what grounds was there an attempt made to impeach Andrew Johnson? How successful was the effort?
7. Who were the carpetbaggers and the scalawags?
8. What role did blacks play in the Reconstruction conventions?
9. In what ways were the new state constitutions drawn up by the reconstruction conventions outstanding?
10. Why is it a myth that the Reconstruction period was an era of black rule?
11. Was corruption in the South during the Reconstruction period more widespread than in other sections of the nation? Explain your answer.

ASSIGNMENT #9 (2 lessons)

Read pages 205 (mid.) to 211 in *Bondage*. See, also, page 262 (bot.) in *Eyewitness*. As you read, consider the following questions and statements:

1. List at least five positive achievements of Reconstruction governments.
2. What was the probably significance of the Reconstruction period for blacks and whites?
3. Identify one or two achievements of each of the following black men:

   a) J. C. Gibbs
   b) P. B. S. Pinchback
   c) Hiram R. Revels
   d) Blanche K. Bruce
   e) Robert Smalls
   f) John R. Lynch

4. What functions were performed by the Freedmen's Bureau? Who headed the Bureau?
5. What roles were played in the Reconstruction effort by the American Missionary Association and the African Methodist Episcopal Zion Church?
6. How were blacks affected by the failure of Reconstruction to provide them with land of their own?

ASSIGNMENT #10 (2 lessons)

Read pages 211 (bot.) to 217 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. For what reasons were most Southern whites so bitterly opposed to the presence of blacks among them?
2. What was the Ku Klux Klan? What was its purpose? Where was it founded? Who was one of its leaders?
3. Name some other white terrorist organizations.
4. What methods did the Klan use to carry out its objectives?
5. What was ironic about the stated purpose of the Klan - "to preserve the Southern way of life"?
6. What action did the U.S. Congress take against the Klan in 1870 and 1871?
7. What were some reasons for the decline of the Republican Party in the South?
8. What actions by President Hayes, in 1877, in effect, ended the Reconstruction period?

9. How were blacks in the South affected by the end of Reconstruction?
10. What was the greatest failure of the Reconstruction period, as far as blacks were concerned? How has this failure affected blacks today?

VOCABULARY LIST

compromise	contraband	secede	carpetbagger
provision	confiscation	proclamation	scalawag
fugitive	Border states	assassination	sharecropping
moderate	compensate	reconstruction	suffrage
accommodationist	Confederacy	impeach	terrorist

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #9
(6 lessons)

UNIT IX: THE ROLE OF THE NEGRO IN WESTERN EXPANSION AND INDUSTRIAL GROWTH

Assignment #1

Read pages 67 to 71 (mid.) in *Eyewitness*. As you read, consider the following questions and statements:

1. Who was York? What was his contribution to the Lewis and Clark Expedition? What was his reward?
2. Why were Indians sympathetic to the black man?
3. Describe the relationship between blacks and Indians.
4. Did Indians have slaves? How did they treat their slaves?
5. Who was James Beckwourth? Briefly describe his life and accomplishments.
6. Describe the missionary work of John Merrant and John Steward.

ASSIGNMENT #2

Read pages 309 to 313 in *Eyewitness*. Also, read pages 247 to 250 (top) in *Bondage*. As you read, consider the following questions and statements:

1. In what ways were the lives of Britton Johnson, Deadwood Dick, and Cherokee Bill typical of the men who rode the western trails?
2. How did the 9th and 10th cavalries contribute to law and order in the West?
3. Who was Isaiah Dorman?
4. What was the Exodus of 1879? Where did they go? Who were its leaders?
5. What were some reasons so many blacks felt they had to leave the South?
6. How did many Southern whites react to the mass exodus of blacks? Whom did they blame?
7. Why was Frederick Douglass opposed to mass migration from the South?
8. What problems faced blacks who migrated to towns?

ASSIGNMENT #3

Read pages 288 to 293 (mid.) in *Eyewitness*. Also, read pages 250 to 251 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Identify some significant achievements of each of the following black inventors and businessmen and women:

   a) Elijah McCoy
   b) Lewis Latimer
   c) Granville T. Woods
   d) Jan Matzeliger
   e) John J. Parker
   f) Andrew J. Beard
   g) Garrett A. Morgan
   h) Madam C. J. Walker
   i) Charles C. Spaulding
   j) Maggie L. Walker

2. What was the National Negro Business League? Who was its founder?

UNIT IX (continued)

ASSIGNMENT #4

Read pages 293 to 298 in *Eyewitness*. As you read, consider the following questions and statements:

1. Describe the efforts of Isaac Myers and the reasons for his failure.
2. How did the A.F. of L. deal with black workers who wished to join?
3. What union did A. Phillip Randolph form? What did he accomplish?
4. What were the results of Negro exclusion from apprentice programs in white unions?
5. Describe three instances in which blacks and whites did unite during strikes.
6. How did Samuel Gompers and the A.F. of L. view Oriental workers? Why?

ASSIGNMENT #5

Read pages 317 to 323 in *Eyewitness*. See, also, pages 237 to 241 in *Bondage*.

1. How did black farmers respond to the Populist Party? Why?
2. In what ways would the word militant apply to Congressman George H. White?
3. How were the Negro Populists removed from office?
4. What did the Populist's defeat mean to Southern blacks?
5. What did George Washington Carver contribute to Southern agriculture?

VOCABULARY LIST

missionary	N. B. L.
exodus	A. F. of L.
migration	exclusion
Oriental	Populist

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #10
(9 lessons)

UNIT X: JIM CROW - ENFORCED SEGREGATION AND THE BOOKER T. WASHINGTON W.E.B. DUBOIS CONTROVERSY

ASSIGNMENT #1 (2 lessons)

Read pages 225 to 233 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Why was the end of the Reconstruction period a tragedy for blacks in America?
2. What did the term "Jim Crow" come to mean?
3. In what parts of the country was Jim Crow practiced?
4. Why had blacks looked upon the right to vote as vital to their survival in the South?
5. List and explain at least four methods used by Southern whites to deny the black man the right to vote.
6. How successful were efforts to disfranchise blacks in the South?
7. What attitude did Presidents between 1877 and 1901 take towards the plight of the black man in the South?
8. How did the U.S. Supreme Court aid the cause of Jim Crow?
9. What was meant by the term, "Solid South"?
10. What effects did the one-party South have on its poor white population?

ASSIGNMENT #2

Read pages 233 to 236 in *Bondage*. As you read, consider the following questions and statements:

1. In what ways did the sharecropping system become a peonage system?
2. Who was John K. Vardaman? (look at photographs on page 241)
3. Why did the policies of Jim Crow gain such a strong foothold in the South in the 1890's?
4. What propaganda tactics were used by the South to quiet possible Northern criticism of the entrenchment of Jim Crowism?
5. What effect did the Republican attempts to pass the Federal School Aid bill and the Force Bill have on the South?
6. What steps did Mississippi take to restrict the political rights of its black citizens?
7. How was the action by the Mississippi Convention unconstitutional?

ASSIGNMENT #3 (2 lessons)

Read pages 242 to 246 in *Bondage*. As you read, consider the following questions and statements:

1. What effect did the action taken by the Mississippi Convention have on the other Southern states?
2. In what ways were blacks affected by the adoption of the "Mississippi Strategy" by various Southern states?
3. By the first decade of the 20th century, how successful were the efforts of white Southerners to disfranchise blacks?
4. What general arguments were used by Southerners to justify their making Southern society lily white?

UNIT X (Assignment #3 continued)

5. List some ways Jim Crow laws and practices affected the everyday lives of blacks.
6. How did the Federal government react to the physical and psychological violence foisted upon blacks in the South by Jim Crow advocates?
7. What was the Plessy vs. Ferguson decision?
8. Why was the Plessy vs. Ferguson decision significant?
9. Who was John Marshall Harlan? In the light of what eventually happened, how valid was his argument against the Plessy vs. Ferguson decision?

ASSIGNMENT #4

Read pages 257 to 262 in *Bondage*. As you read, consider the following questions and statements:

1. Who was Booker T. Washington? What was his background?
2. Why did Washington's Atlanta Exposition Speech, in 1895, bring him nation-wide attention?
3. What type of advice did Washington have for black people in the South?
4. Why did whites throughout America applaud the Washington philosophy?
5. How did the philosophy of Washington differ from the philosophy of Frederick Douglass?
6. What is your personal opinion of Washington's philosophy?

ASSIGNMENT #5 (3 lessons)

Read pages 254 (bot.) to 256 (top), 262 to 266, and 286 (mid.) to 288 in *Bondage*. Also read pages 274 to 276 (mid.) and 277 in *Before the Mayflower*. As you read, consider the following questions and statements:

1. How influential was Booker T. Washington as spokeman for America's black population? (see pages 274-276 (mid.) in *Before the Mayflower* and page 286 in *Bondage*)
2. List at least four paradoxes or ironies in Booker T. Washington's life. (see page 277 in *Before the Mayflower*)
3. Who was William E. B. DuBois? What was his background? (See pages 254 (bot.) to 256 (top) in *Bondage*)
4. Why was DuBois' book, *The Souls of Black Folk* significant?
5. In what ways did DuBois' philosophy differ from the Washington philosophy on black rights?
6. What did DuBois mean by his concept of the Talented Tenth? (see 287 (bot.) to 288 (top) in *Bondage)*
7. In your opinion, was booker T. Washington an Uncle Tom? Be sure to cite examples to support your opinion.

VOCABULARY LIST

disfranchise
Solid South
White supremacy
Jim Crow
peonage
dissenting opinion
propaganda
appeasement
Talented Tenth
paradoxes
ironies

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #11
(14 lessons)

UNIT XI: THE NEGRO ENTERS THE TWENTIETH CENTURY

ASSIGNMENT #1 (2 lessons)

Read pages 265 to 266 and 275 to 283 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Describe the role played by blacks during the Spanish-American War.
2. How did white supremacist react to black participation and heroism in the Spanish-American War?
3. Why do you think the author has termed the period in black American history from 1877 to 1900 "The Nadir"?
4. Why did blacks look with some hope upon the ascendancy of Theordore Roosevelt to the Presidency?
5. What was the significance of the furor stirred up by Roosevelt inviting Booker T. Washington to the White House?
6. Why should blacks not have been surprised by Roosevelt's acquiescence to white racists during his second administration?
7. Compare Roosevelt's Southern Strategy with that of former President Nixon's.
8. What was generally the relationship between blacks in Northern cities with newly arrived European immigrants?
9. What political and social conditions in the early 20th century encouraged an alarming increase of racist violence?
10. Describe the causes and results of the following violent racial incidents:

    a) The Statesboro (Georgia) Riots (1904)
    b) The Atlanta Riot (1906)
    c) The Brownsville Disturbances (1906)
    d) The Springfield Riots (1908)

ASSIGNMENT #2 (2 lessons)

Read pages 283 (mid.) to 286 (mid.) 288 to 291 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Who was John Hope? For what reasons did John Hope oppose the Washington philosophy concerning the black man's position in American society?
2. Who was William Monroe Trotter? What were his reasons for opposing the philosophy espoused by Washington?
3. What tactics did Trotter use to set forth his dislike for Washington and Washington's philosophy?
4. What was meant by the "Tuskegee Machine"?
5. Why were some blacks so bitterly opposed to the "Tuskegee Machine"?
6. What was the Niagara Movement of 1905? What did the people in this movement hope to accomplish?
7. How successful was the Niagara Movement? What is its significance in black American history?
8. Who initiated the meeting that led to the founding of the National Association for the Advancement of Colored People (NAACP)? Why was the first meeting called?
9. What method did the NAACP choose to reach its objectives? What early successes did it have?
10. When was the National Urban League formed? What were some of its major goals?

UNIT XI (continued)

ASSIGNMENT #3 (2 lessons)

Read pages 291 (bot.) to 300 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. How did President Taft insult black people in 1909?
2. What was the significance of the attitude towards blacks displayed by Roosevelt, Taft, and Wilson?
3. What significance did the movie, "The Birth of a Nation", have for both black and white Americans?
4. What was the cause and the result of the East St. Louis Riot in 1917?
5. What was the role of blacks in World War I? How many blacks went overseas?
6. List some ways black troops were discriminated against.
7. How did blacks distinguish themselves in the war?
8. Describe the infamous court-martial of the 24th Infantry.

ASSIGNMENT #4 (2 lessons)

Read pages 300 (mid.) to 309 in *Bondage*. As you read, consider the following questions and statements:

1. What factors led to the great exodus from the South in the second decade of the 20th century?
2. What were some important results of this great migration?
3. Who was Oscar DePriest?
4. How did black civilians help the war effort?
5. In what way did many Northern blacks improve their condition in life during this period?
6. What effect do you think the World War I experiences of black soldiers had on black militancy and pride?
7. What effect did the end of World War I have on blacks and whites in the North?
8. Who was Theodore G. Bilbo?
9. What groups came under attack by the Ku Klux Klan?
10. Why was the summer of 1919 called "Red Summer"?
11. Describe the cause and result of the Chicago Race war of 1919.
12. What made the race riots of 1919 different from previous ones?
13. List some efforts put forth by the NAACP to correct some of the evils in American society.

ASSIGNMENT #5 (2 lessons)

Read pages 309 (bot.) to 314 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Who was Marcus Garvey? From what background did he come?
2. How did Jamaican society represent a caste system?
3. What was the Universal Negro Improvement Association (UNIA)? What were its major goals?
4. What was THE NEGRO WORLD? What was its credo?
5. What role were whites to play in Garvey's movement? Explain your answer.
6. How did Garvey's philosophy differ from that of Washington? Was there any similarity in the two men's philosophies?
7. What were the basic tenets of Garvey's philosophy?
8. Was Garvey a colonizationist? Explain.
9. What were the probable reasons Garvey put such great emphasis on Africa in his philosophical teachings?

UNIT XI (continued)

ASSIGNMENT #6 (2 lessons)

Read pages 314 to 318 (top) in *Bondage*. As you read, consider the following questions and statements:

1. In what ways did Garvey attempt to build a nation within a nation?
2. Compare Garvey's efforts with those of some black nationalists groups of today.
3. How did many black intellectuals look upon Garvey and his movement?
4. How did the attacks on Garvey by other black leaders affect him?
5. Describe the UNIA Convention in 1921.
6. List some of the groups, institutions, and programs set up by Garvey to carry out his program.
7. What did each of the colors in Garvey's flag stand for?
8. What was the general effect Garvey had on people?
9. List four or five reasons for the failure of Garvey and his program.
10. What was the immediate cause of Garvey's downfall?
11. What was the result of the Garvey trial? Why was he eventually deported by President Coolidge?
12. What is Garvey's significance to black American history? What has been his redemption?

ASSIGNMENT #7 (2 lessons)

Read pages 318 to 326 in *Bondage*. As you read, consider the following questions and statements:

1. What was the Harlem or Black Rennaissance?
2. Why is the term renaissance a misnomer as far as black culture is concerned?
3. In what ways did men like W. E. B. DuBois, Carter G. Woodson, Claude McKay, James Weldon Johnson, and Dr. Daniel Hale Williams lay the groundwork for the black renaissance?
4. What was the message, the purpose, of much of the poetry written in the black renaissance period?
5. List the names of some of the great black writers and poets of this period.
6. Identify the following black artists:

   a) Roland Hayes
   b) Paul Robeson
   c) W. C. Handy
   d) Bessie Smith
   e) Ethel Waters
   f) Bill Robinson

7. In what field did each of the following black scholars make his mark:

   a) E. Franklin Frazier
   b) Charles Johnson
   c) Carter G. Woodson
   d) Alain Locke

8. What was the impact of the black renaissance on black and white Americans?
9. Why did the renaissance finally come to an end?

VOCABULARY LIST

nadir
Southern Strategy
Tuskegee Machine
black nationalist
acquiesce
infamous
crede
charisma
caste system
renaissance
misnomer
NAACP
NUL
UNIA

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #12
(8 lessons)

UNIT XII: FROM DEPRESSION TO CIVIL RIGHTS

Assignment #1

Read pages 335 to 340 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Why do you suppose most blacks, prior to 1932, tended to vote for the Republican Party candidates?
2. In what ways did Hoover alienate blacks prior to the 1932 election?
3. Why did most blacks eventually leave the Republican Party?
4. How did Eleanor Roosevelt's actions aid her husband in the black community?
5. What was the Black Cabinet? Who were some leading members of President Roosevelt's Black Cabinet?
6. What was the significance of Roosevelt's Black Cabinet?

ASSIGNMENT #2 (2 lessons)

Read pages 341 (bot.) to 344 in *Bondage*. As you read, consider the following questions and statements:

1. How were blacks affected by the depression?
2. What was the "Jobs for Negroes" movement? How effective was it?
3. What was the New Deal?
4. List at least three ways early New Deal programs failed blacks.
5. How did each of the following New Deal programs help blacks:

    a) Farm Security Administration
    b) Works Progress Administration (WPA)
    c) Federal Writer Project (part of the WPA)
    d) National Youth Administration
    e) Public Works Administration
    f) Civilian Conservation Corps

6. What was the situation that finally brought an end to the depression?
7. Explain the significance of Roosevelt's Executive Order 8802.
8. How was Roosevelt pressured into issuing Executive Order 8802?
9. What was the FEPC? Was it effective? Why?

ASSIGNMENT #3 (2 lessons)

Read pages 345 to 349 in *Bondage*. As you read, consider the following questions and statements:

1. In what ways was the Roosevelt Administration different from previous administrations where blacks were concerned?
2. In what ways did Jim Crow decline during the Roosevelt era?
3. Why is it important to have a civil rights advocate sitting in the White House as President?
4. What was the infamous Scottsboro case?
5. What was the importance of the court's decision in the Scottsboro case?
6. What was the significance of the decision handed down in the Missouri ex rel. Gaines vs. Canada?

UNIT XII (Assignment #3 continued)

7. Why did most blacks reject communism?
8. Why did most blacks reject fascism?
9. What steps did Roosevelt take to improve the condition of blacks in the armed forces?
10. Who is Benjamin O. Davis, Sr.?

ASSIGNMENT #4 (3 lessons)

Read pages 350 to 359 in *Bondage*. As you read, consider the following questions and statements:

1. List some ways black troops were discriminated against in World War II.
2. How did blacks distinguish themselves in the fighting of the war in Europe? In the Pacific?
3. Who was Dorie Miller?
4. What contribution did Dr. Charles Drew make to the war effort and to world society?
5. In both World Wars, blacks faced humiliation and discrimination in the armed forces. Why do you think racism in the armed forces was, and still is, such a serious problem?
6. What gave impetus to the second great migration of blacks from the South to the North?
7. What have been some of the results of this mass movement?
8. Why did blacks support Harry Truman after Roosevelt's death?
9. What basic points were set forth in the "To Secure These Rights" document handed down by the Truman appointed Committee on Civil Rights in 1946?
10. List some efforts of President Truman to end discrimination in various segments of American society.
11. Who were the Dixiecrats and why were they formed?
12. List some steps taken by the Supreme Court between 1941 and 1953 that gradually whittled away at Jim Crow practices.
13. In what ways were all black schools not equal to white schools?
14. Explain how each of the following cases was a blow against segregation in the United States:

    a) Sipuel vs. Oklahama (1948)
    b) Sewatt vs. Texas (1950)
    c) McLaurin vs. Oklahama (1950)
    d) Brown vs. Board of Education (1954)

15. Why was the Brown vs. Board (1954) decision of extreme importance to the desegregation effort? In what ways are we feeling the impact of this decision right now?

VOCABULARY LIST

alienate
Black Cabinet
depression
Executive Order
New Deal
communism
fascism

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #13
(23 lessons)

UNIT XIII: THE CONTEMPORARY BLACK REVOLUTION

ASSIGNMENT #1 (2 lessons)

Read pages 367 to 372 in *Bondage*. As you read, consider the following questions and statements:

1. What group in black society, generally, could see some actual legal progress in the first half of the 20th century?
2. How did racism and discrimination continue to affect the mass of black people during this period?
3. Historically, what has been the role of the black church in the black community?
4. What are the two largest religious denominations among black people?
5. Describe the role of the store-front churches that exist in many black communities.
6. Who was Father Devine? During what period was his movement at its height? What was his religious philosophy? What was his appeal to both blacks and whites?
7. For what reasons were black newspapers so vital to the black community?
8. List some famous black newspapers.
9. What conditions in 20th century America helped the growth of a black middle class?
10. Describe each of the two levels of the black middle class.
11. Is the black middle class isolated from the mass of black people? Explain your answer.

ASSIGNMENT #2 (3 lessons)

Read pages 372 (bot.) to 379 in *Bondage*. As you read, consider the following questions and statements:

1. Why were the Federal Theater, Artists, and Writers Projects important, particularly to black artists?
2. Identify, briefly, each of the following black artists:

   a) Sterling Allen Brown
   b) Gwendolyn Brooks
   c) Melvin B. Tolson
   d) Margaret Walker
   e) Langston Hughes
   f) Arna Bontemps
   g) Richard Wright
   h) Ralph Ellison
   i) Frank Yerby
   j) Willard Motley

3. Who were some blacks who had small roles in some early films? How were concessions made to white Southerners in showing films where blacks had a role?
4. What significant achievement did each of the following black artists make in the film industry: Hattie McDaniel and Sidney Poitier?
5. List the names and achievements of a few blacks in the music field.
6. Who is Katherine Dunham?
7. Identify each of the following black personalities:

   a) Josephine Baker
   b) Harry Belafonte
   c) Mahalia Jackson

UNIT XIII (Assignment #2 continued)

8. Who are John Hope Franklin and Benjamin Quarles?
9. Identify the following black sport's personalities:

a) Jesse Owens
b) Harrison Dillard
c) Joe Louis
d) Jose Gibson
e) Leroy "Satchel" Paige
f) Jackie Robinson

ASSIGNMENT #3 (2 lessons)

Read pages 387 to 393 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Describe the incident which was to cause the famous Montegomery bus boycott.
2. Why do you think this particular incident, which was not uncommon in Montgomery and throughout the South, had the effect that it did on the citizens of Montgomery?
3. Explain the effectiveness of the boycott.
4. What important black leader gained nationwide attention from his role in this boycott?
5. What was the significance of the Montgomery boycott to black Americans across the nation?
6. What was the effect of the Brown vs. Board of Education Topeka on Southern whites?
7. What were some tactics used by many white Southern school districts to fight the desegregation order?
8. How did white Southerners effectively deal with those, black and white, who pushed for desegregation?
9. What did Senator Harry F. Byrd of Virginia mean when he advocated interposition?
10. What was the Southern Manifesto? What was the significance of this manifesto, particularly in the South?
11. Who was John Kasper? What was his role in the Clinton Riots of 1956?
12. What eventurally happened to the high school in Clinton, Tennessee?
13. How were Southern whites who sympathetic towards desegregation kept under control?

ASSIGNMENT #4 (2 lessons)

Read pages 393 (mid.) to 398 (bot.) in *Bondage*. As you read, consider the following questions and statements:

1. Who was Governor Orval Faubus? What probably motivated his decision to block the desegregation of Central High School in Little Rock, Arkansas?
2. How and why did President Eisenhower react to Governor Faubus' defiance of the Supreme Court decision?
3. Describe the situation that existed in the Little Rock School system from 1958 to 1959.
4. How, finally, was the Little Rock dilemma resolved?
5. How did the Prince Edward County in Virginia decide to deal with desegregation orders?
6. How and when was the Prince Edward County, Virginia, school situation finally resolved?
7. What course of action was forced upon many Southern black parents in order to coerce many school board officials towards integration?

8. What was the role played by the NAACP in these Southern integration cases?
9. How did some Southern states attempt to thwart the efforts of the NAACP to end school segregation?
10. Explain the grade-a-year plan endorsed by many Southern school districts.
11. How did the Federal courts tend to react to most grade-a-year integration plans?
12. Explain how the pupil placement system operated. What was the obvious purpose of this system?
13. Generally, where in the South was the most progress made in integration of schools? Where was the least progress made?

ASSIGNMENT #5 (2 lessons)

Read pages 398 (bot.) to 403 (bot.) in *Bondage*. As you read, consider the following questions and statements:

1. Who was Autherine Lucy? Describe her experiences as a student at the University of Alabama?
2. What eventually happened to Miss Lucy in her relationship with the University of Alabama? What tactical error did Miss Lucy make, which led to her being permanently expelled?
3. Do you think that the attitude displayed by President Eisenhower during the integration crisis was a proper one? Explain your answer.
4. Who were Charlayne Hunter and Hamilton Holmes? How did the attitude of Governor Vandiver help the situation?
5. What was the significance of President Kennedy's action in 1963 in regards to the admission of Vivian Malone and James Hood to the University of Alabama?
6. Who was James Meredith? How did Governor Ross Barnett of Mississippi react to Meredith's quest for admission to the university?
7. How did President Kennedy respond to Governor Barnett's actions in the Meredith case?
8. How did Mississippians react to the Meredith enrollment at the University of Mississippi?
9. Who was Major General Edwin A. Walker? What role did he play in the "Ole Miss-Meredith" situation?
10. Describe the life led by Meredith as a student at the University of Mississippi.
11. Who was Professor James A. Silver?
12. What was the significance of the John F. Kennedy administration's role in the desegregation crisis?

ASSIGNMENT #6 (2 lessons)

Read pages 403 (bot.) to 406 (top) in *Bondage*. As you read, consider the following questions and statements:

1. What general situation created the North's Jim Crow problems?
2. Explain de facto segregation in the North?
3. Why did and why are many black leaders pushing for an end to de facto segregation in Northern schools?
4. Why has segregation been harmful to black children?
5. List some of the more pressing disadvantages faced by black students in many ghetto schools.
6. List some ways ghetto schools could be improved.

7. What has tended to be the result of the situations that exist in many ghetto schools?
8. What are some methods being used to attach de facto segregation in some Northern school districts?
9. How have Northerners tended to react towards efforts to end de facto segregation in their schools?

ASSIGNMENT #7 (3 lessons)

Read pages 406 to 412 (top) in *Bondage*. As you read, consider the following questions and statements:

1. How has America's racial problems been used against her in the Cold War?
2. What is meant by the term, 'The Third World?
3. What has been the relationship between African independence and black Americans since 1957?
4. What were some significant ramifications of the 1954 Supreme Court desegregation ruling?
5. How was segregation on city busses finally ended?
6. Who was Dr. Martin Luther King? What philosophy did he preach and teach?
7. What incident in 1960 began the sit-in movement?
8. What is SNCC? Originally, what was its major goal?
9. What is CORE? Who was its leader, originally? What was one of its major goals?
10. How were freedom riders treated in the South?
11. What effect did the treatment of freedom riders in the South have on people in other parts of the nation?
12. What role did the Federal government and the Supreme Court have in ending segregation on interstate transportation vehicles?
13. What was the SCLC? Who was its leader? What role did it play in the protest movements of the 1960's? Who leads the organization now?
14. What were some significant results of the protest movements of the 1960's?
15. Who is Roy Wilkins? What was, generally, the role played by the NAACP in the 1960's protest movement?
16. Who was Whitney Young, Jr.? What was the role played by the National Urban League in the 1960's protest movement?
17. In what ways did various black organizations show the generation gap among blacks? What effect did this situation have on the success of the protest movement?
18. What white organizations helped the protest movement reach some degree of success? Why was the inclusion of these organizations in the movement significant?

ASSIGNMENT #8 (2 lessons)

Read pages 412 (top) to 415 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. What are some reasons some black groups bitterly opposed the views of integrationists?
2. What is the Nation of Islam? Who was its founder?
3. Who was Elijah Muhammad?
4. Approximately how many members of the Black Muslims are there?
5. Why do many blacks, who are not members of the religion, respect and admire the Muslims?

UNIT XIII (Assignment #8 continued)

6. What are some significant achievements of the Nation of Islam?
7. What are some of the major beliefs of the Nation of Islam?
8. What is Muhammad Speaks?
9. Who was Malcolm X? What was his significance to the Muslims and to black people, in general?
10. What was the Organization of Afro-American Unity? Who was its founder? What was the philosophy of the organization?
11. Explain why your author believes black nationalist groups cannot, legitimately, be labeled as racists.

ASSIGNMENT #9 (2 lessons)

Read pages 415 (mid.) to 419 (top) in *Bondage*. As you read, consider the following questions and statements:

1. Why did blacks regard 1963 as an important year?
2. Who was "Bull" Connor?
3. How did the power structure in Birmingham react to black demands for equality?
4. What shocking event occurred on September 15, 1963 in Birmingham?
5. How did many people in this country and throughout the world react to the Birmingham situation?
6. Describe some of the events that took place in Mississippi in 1963.
7. Why were blacks and their white supporters willing to endure the violence and humiliation that were a part of the protest movement?
8. Describe the famous March on Washington in 1963.
9. Summarize in a sentence or two the gist of Dr. King's "I Have a Dream" speech.

ASSIGNMENT #10 (3 lessons)

Read 419 (mid.) to 427 in *Bondage*. As you read, consider the following questions and statements:

1. What were the basic provisions of the Civil Rights Act of 1957?
2. Why do you think most blacks did not support Richard Nixon in the 1960 election?
3. Who were some blacks that played significant roles in the Kennedy administration? What positions did they hold?
4. List some ways President Kennedy attempted to deal with America's racial problems.
5. What did the 24th Amendment to the Constitution accomplish?
6. Why were many black leaders disappointed with President Kennedy's civil rights proposals to Congress in February of 1963?
7. What was the significance of President Kennedy's speech to the nation on June 11, 1963?
8. What were some significant provisions of the Civil Rights Act of 1964?
9. Why were most blacks not really affected by the civil rights gains of the 1950's and 1960's? Who did make some gains?
10. What was an end result of the many frustrations felt by the mass of black people in the urban ghettos?
11. What was the "War on Poverty"? Who was its author?
12. What were some of the main features of the "War on Poverty"? Are any of these programs around today? If so, name them.

UNIT XIII (Assignment #10 continued)

13. What do you feel the slogan "Black Power" means?
14. How do many whites interpret the slogan - "Black Power"?
15. Who were Stokely Carmichael and Floyd McKissick?
16. What was meant by the term white backlash?
17. How were the slogans "Black Power" and "White Backlash" used in the 1966 elections?
18. Who is Edward W. Brooks?
19. Why was the year, 1968, a bad one for Americans - particularly black Americans?
20. Who are the black leaders of today?

VOCABULARY LIST

denomination	manifesto	Cold War
bourgeoisie	desegregation	Third World
boycott	ghetto	Generation Gap
interposition		

NAME _____ AFRO-AMERICAN HISTORY, Assignment Sheet #14
(12 lessons)

UNIT XIV: THE 1970's: UNCERTAIN FUTURE

ASSIGNMENT #1 (2 lessons)

Read pages 435 to 441 in *Bondage*. As you read, consider the following questions and statements:

1. What were the probable reasons the Civil Rights acts of 1964 passed Congress as easily as it did?
2. Who was Medgar Evers?
3. How did some Southerners attempts to thwart the Civil Rights Act of 1964?
4. What was the purpose of the Selma, Alabama March in 1965? What were some important results of this march?
5. What was the Voting Rights Act of 1965?
6. Why did Dr. King receive the Nobel Peace Prize in 1964?
7. Describe Malcolm X's (Malcolm Little) early background.
8. When and why did Malcolm Little decide to become a Black Muslim?
9. How was he able to rise in power among the Black Muslims?
10. How did Malcolm X plan to fight America's race problem?
11. Why did Malcolm X break with the Nation of Islam? What organization did he found?
12. Was there a change in Malcolm X's philosophy after he left the Black Muslim religion? If so, what was the change?
13. Why was Malcolm X assassinated?
14. Why is Malcolm X so important to many black people today?

ASSIGNMENT #2 (3 lessons)

Read pages 441 (bot.) to 446 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. What are some basic tenets of those who believe in black power?
2. Why were most blacks not impressed by talk of a white backlash?
3. What have been some of the psychological and social effects of the black power movement?
4. How has the black power movement affected blacks in the political arena?
5. Name some blacks who hold important political seats of power throughout the nation.
6. Who was Adam Clayton Powell? What brought about his downfall?
7. What was the significance of the assassination of Martin Luther King to black people?
8. How did many blacks react to Dr. King's murder?
9. How was the nation affected by the assassination of Robert F. Kennedy?
10. Why did Dr. King speak out against the United States' involvement in the Vietnam War?
11. In what ways did the Vietnam War differ from other wars in which the United States had fought?
12. What role did blacks play in the Vietnam War?
13. What impact did the Vietnam War have on blacks and whites in America?
14. Was James Foreman's demand for reparations from the American Christian community a just one? Cite evidence to justify your opinion.

UNIT XIV (continued)

ASSIGNMENT #3 (3 lessons)

Read pages 446 (mid.) to 455 (bot.) in *Bondage*. As you read, consider the following questions and statements:

1. What are some reasons blacks distrusted the team of Nixon and Agnew in the Presidential election of 1968?
2. What was Nixon's policy towards the nation's race problems?
3. Explain Nixon's "Southern Strategy".
4. In what specific ways did President Nixon hurt the efforts of blacks to improve their condition in life?
5. Who is Angela Davis? What is her background?
6. What events brought Angela Davis to the attention of the nation?
7. What are her political philosophies?
8. What is the Black Panther Party? Who are its leaders? Who are its members?
9. Originally, what was the philosophy of the Black Panther Party? How has that philosophy changed today?
10. What are some major goals of the Black Panthers today?
11. Describe some ways the Black Panthers are helping the black community today.
12. What was the probable cause of many of the problems the Black Panthers have had with the white power structure?
13. Describe the sensational conspiracy trial of the Panther 13 in New York City in 1970-1971.
14. How did the police gather information enough to bring this case to trial?
15. Describe the Bobby Seale and Erica Huggins case in New Haven, Connecticut in 1970-1971.
16. Who is Kingman Brewster? What was his position on the Seale-Huggins trial?
17. Do you think the Black Panther Party was persecuted by the police in this country? If so, what do you feel motivated various police agencies to engage in such activities?
18. What are some positive signs that the Black Panther Party will, in the future, receive fairer treatment at the hands of the authorities and in the courts?
19. What has happened to the Black Panther Party, as far as leadership and philosophy goes?
20. Who is Eldridge Cleaver? How did he come to the nation's attention?
21. Where is Cleaver today?

ASSIGNMENT #4 (3 lessons)

Read pages 455 (bot.) to 463 (mid.) in *Bondage*. As you read, consider the following questions and statements:

1. Who is H. Rap Brown? What is his philosophy? Where is he now?
2. Who is Stokely Carmichael? What brought him to fame? Where is he now?
3. Who is the Reverend Jesse Jackson? What is his philosophy? What is his program?
4. Who is Julian Bond? What has been his contribution to the black community?
5. Who is Muhammad Ali? What brought him into conflict with the white power structure?
6. Who was George Jackson? On what charge was he jailed? What happened to him in prison? What questions have been raised about the circumstances of his death?
7. Who is James Brown? What contributions has he made to the Black community?
8. What events led up to the Attica Massacre?
9. How did Governor Rockefeller of New York react to the demands of the Attica prisoners?

UNIT XIV (Assignment #4 continued)

10. What are the gruesome details of the Attica Massacre?
11. What are your comments on Mayor Kenneth Gibson's statement concerning the tragedy at Attica?

ASSIGNMENT #5

Read pages 463 (mid.) to 468 in *Bondage*. As you read, consider the following questions and statements:

1. What were the results of the Angela Davis trial?
2. Why was the ruling by the California Supreme Court and, later, the U.S. Supreme Court against the death penalty significant?
3. Who was Roger L. McAfee?
4. Who is Shirley Chisholm? What is her background? Why is her role in American history significant?
5. What is the Black Caucus? Why is it important?
6. What was the effect on the American people of President Nixon's stand on the bussing issue?
7. What seems to be happening within the black community today?
8. What does the future hold for black Americans?

VOCABULARY LIST

Civil Rights	reparations
Black Power	conspiracy
White Backlash	nihilism
assassination	persecuted